DOCUMENT RESUME

ED 214 893 SP 019 832

AUTHOR Oakes, Jeannie
TITLE Tracking Policies and Practices: School By School Summaries. A Study of Schooling in the United States. Technical Report Series, No. 25.
INSTITUTION California Univ., Los Angeles. Graduate School of Education
SPONS AGENCY Institute for Development of Educational Activities, Dayton, Ohio.
PUB DATE 81
NOTE 126p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Ability Grouping; Academic Ability; *Academic Education; Elementary Secondary Education; Futures (of Society); *Grouping (Instructional Purposes); School Policy; Student Characteristics; *Student Placement; *Track System (Education); *Vocational Education

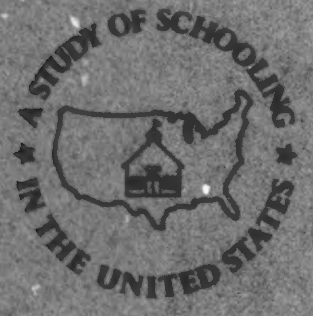
ABSTRACT

In this report, the 25 secondary and 13 elementary schools participating in "A Study of Schooling" are described in two ways. First, the emphasis given to academics and vocational subjects in the curriculum is estimated and compared with that of the other schools at the same level. Second, tracking policies and practices at each of the schools are described. These school-by-school descriptions provide a look at one aspect of the schooling context: how students at schools were stratified and separated according to their abilities, achievement, or expectations for their futures. Information was gathered on five dimensions: (1) extent, the percentages of classes which were tracked at the school; (2) pervasiveness, the number of subject areas at the school which were tracked; (3) flexibility, whether students were tracked subject-by-subject or across more than one subject on the same criteria; (4) mobility, the amount of student movement among tracks and the direction of that movement; and (5) locus of control, the primary decision makers in student track placement. In describing the tracking policies in each of the secondary schools, an overview is presented, followed by descriptions of the extent and pervasiveness of tracking, student flexibility, and mobility within the system, the rationale offered for student grouping, and sample classes that fit into the tracking system. The 13 elementary schools were examined for the extent, pervasiveness, structure, and rationale of tracking. It was observed in the elementary schools that, while few classrooms were homogeneous, grouping for instructional purposes was almost always used to some extent. Tables are appended displaying the percentage of full time equivalent teachers in subject areas in the secondary schools, an estimate of the extent of tracking in the schools, and the percentage of tracked classes in the secondary school samples. (JD)

ED214893

A STUDY OF SCHOOLING

Technical Report Series



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
John I. Goodlad
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Distributed by the Laboratory in
School and Community Education

Graduate School of Education
University of California
Los Angeles, California 90024

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ✓ This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

P 019 123

2

A STUDY OF SCHOOLING ★ IN THE UNITED STATES ★

SUPPORTED BY

The Danforth Foundation
International Paper Company Foundation
The JDR 3rd Fund
Martha Holden Jennings Foundation
Charles F. Kettering Foundation
Lilly Endowment, Inc.
Charles Stewart Mott Foundation
National Institute of Education
The Needmor Fund
Pedamorphosis, Inc.
The Rockefeller Foundation
The Spencer Foundation
United States Office of Education

Conducted under the auspices of the Institute for
Development of Educational Activities (/I/D/E/A/)
A Division of the Charles F. Kettering Foundation

John I. Goodlad, Principal Investigator

TRACKING POLICIES AND PRACTICES:
SCHOOL BY SCHOOL SUMMARIES

Jeannie Oakes

Technical Report No. 25

1981

A Study of Schooling is based upon the assumption that improving schools requires knowing what is happening in and around them. A comprehensive data-base of contextual information was obtained from students, teachers, administrators, parents and observers at all grade levels in thirty-eight elementary and secondary purposively sampled schools. *It is strongly recommended that readers of any technical report in this series first read Technical Report No. 1 which outlines the details, scope and limitations of the Study as a whole.*

It must be understood that this series of technical reports does not constitute the Study. Some reports are highly specific "molecular" inquiries while others take a more "molar" view across data sources, schooling levels, etc. Some reports are more methodological in nature arising out of issues in data analysis. Many of the reports quite naturally overlap in data analysed and interpretations rendered. Some authors have approached their task as consisting mostly of data description with little discussion beyond the presentation of the data. Others have ventured further into the realm of interpretation and speculation. *It must be further understood that data-based inferences can and do differ among researchers who come at the data from differing points-of-view.* Authors, therefore, are duly acknowledged for each report and are responsible for the material presented therein.

TABLE OF CONTENTS

Page

Introduction 1

High Schools

Overview 8
School by School Summaries 15

Junior High/Middle Schools

Overview 51
School by School Summaries 56

Elementary Schools

Overview 85
School by School Summaries. 88

APPENDIXES

A. Estimate of Class Level 103

B. Grouping at School 109

C. Tables 113

TRACKING POLICIES AND PRACTICES: SCHOOL BY SCHOOL SUMMARIES

INTRODUCTION

The following reports describe the schools in the Study of Schooling sample in two ways.[1] First, the emphases given to academics and vocational subjects in the curriculum are estimated and compared with the other schools at the same level. Second, tracking policies and practices at each of the schools are described.[2]

These school-by-school descriptions provide a look at one aspect of the school context: how students at schools were stratified and separated according to their ability, achievement, or expectations for their futures. As a part of the school context, curricular emphases and tracking policies and practices can be used as a backdrop against which to view, for example, student perceptions of their schooling experiences, teacher reports of their instructional procedures, class differences in curricular content, and observer reports of classroom interactions.

Data for these school descriptions come from several sources: school documents including course of study booklets, class schedules, letters to staff members, and student handbooks; curriculum materials packages prepared by teachers; Estimate of Class Level checklists completed by school administrators (Appendix A); Grouping at the School questionnaire (Appendix B); and phone calls to school counselors and administrators at several sites. The reports on each school represent a synthesis and analysis of data from these sources.

---

[1] More detailed information on A Study of Schooling can be found in the series of four sequential articles published in the Phi Delta Kappan. The first in the series by Goodlad, Sirotnik, and Overman (1979), includes a conceptual overview, sample design, and types of data collected.

[2] For the purposes of this report the following terms will be used interchangeably to denote the grouping of students for instruction according to certain characteristics they share--ability/achievement levels or post-school plans: tracking, homogeneous grouping, curriculum differentiation, and grouping by student achievement or ability levels.

Curricular emphases at the secondary schools were determined by calculating the number of full-time equivalent teaching positions at the school which were allocated to the eight subject areas identified by the Study. Special teaching assignments such as those in special education were not included. The number of FTEs in each subject area were then determined from master schedules and percentages were computed. Academic courses included those in the English/reading/language arts, mathematics, social studies, science, and foreign language subject areas. Vocational courses included those in the vocational area. Arts and physical education classes were not included as either academic or vocational.

To aid in the analysis of tracking policies and practices, five dimensions were conceptualized on which information was collected and analyzed. These dimensions are: extent, the percentage of classes which are tracked at the school; pervasiveness, the number of subject areas at the school which are tracked; flexibility, whether students are tracked subject by subject or across more than one subject on the same criteria; mobility, the amount of student movement between tracks and the direction of that movement; and locus of control, the primary decision makers in student track placement at the school. By using these dimensions for further analysis, school types may emerge which will permit the analysis of variables within sets schools with similar stratification systems.

To assist in the preliminary comparison of schools on curricular emphases and stratification processes, several tables have been included which point up similarities and differences between the schools in the sample on these characteristics (Appendix C). Tables 1 and 2 show the number and percentages of FTEs in subject areas at the secondary schools. Table 3 shows an estimate of the extent of tracking at each of the secondary schools in the form of percentages of courses included in the tracking system. Table 4 shows the extent of tracking at the elementary schools in the sample, both total classes tracked and homogeneous grouping within heterogeneous classes. Tables 5 and 6 show the percentage of tracked classes sampled at the secondary level. Tables 7 and 8 are rank orderings of the schools on their academic and vocational emphases, based on FTEs in subject areas.

It should be emphasized, at the outset, that tracking students at all levels of schooling is not an orderly phenomenon in which school practices are consistent or even reflective of clearly stated school or district policies. To the contrary, sorting out what tracking actually occurs at a school is much like putting together the pieces of a puzzle. Only two schools in our sample provided us with any document explicitly outlining the structure of their tracking systems. Of these two documents, only one was a formal policy statement; the other was a letter of explanation to teachers regarding placement criteria. At the rest of the schools partial information from many sources was pieced together to complete pictures of the use of tracking. As a result, estimates of percentages of courses included in tracking sometimes were quite different from the proportion calculated from class schedules or the percentages found in our sample of classes. Taken together, however, these various measures provide a general impression of the extensiveness of tracking at the schools.

This difficulty arises for probably many reasons. Even though tracking is widespread--indeed, only one school in our sample evidenced no use of homogeneous grouping--it is a topic which school people are reluctant to discuss openly. This reluctance extends not only to outsiders such as researchers, but to people within the schools themselves. This undoubtedly leads to confusion at the schools and inconsistencies between what might be policy and what becomes practice.

For example, at one of our junior high schools, Newport,* no tracking policy was found in written statements about how the school operates. From all appearances (class schedules, teacher's record books, course of study outlines, etc.) it seemed that tracking did not operate at this school. A conversation with the counselor, however, revealed that academic classes at the school were systematically tracked into four levels, but that classes are labeled in writing only on the counselors' master schedule for the year. Parents are not routinely informed of the level of their children's classes and records are not kept from year to year. This "hidden" nature of the tracking system at the school is due, according to the counselor, to the controversial nature of homogeneous grouping and to the school's wish to avoid damaging the children or parents. Understandably, collecting data about tracking at this school was extremely difficult.

Inconsistencies between tracking policies and practices also arose when policy was clearly stated. At one of our high schools, Euclid, there was clearly stated policy of no tracking or homogeneous grouping. The principal, in conversation, discussed at length the registration procedure in which any student may select any class at the school. Yet it was clear from his comments that an informal system existed at Euclid whereby, during the registration procedure, students were guided into classes deemed appropriate for their expected futures. As a result, as our sample indicates, perhaps half of the classes at Euclid were homogeneous groups of students. Therefore, tracking was certainly a practice at this school, regardless of the policy.

---

* Names of schools and districts in this report are fictitious.

In some schools, where policy concerning tracking was clearly followed in practice, unexpected and unplanned "tracking" occurred in addition to the deliberate groupings. At schools where the deliberate tracking was extensive and pervaded many subject areas and where there was little flexibility in the system, classes not intentionally tracked apparently became homogeneous groups because of scheduling requirements. Bradford Junior High is a school at which this phenomenon seemed to occur. Since students stayed together in tracks for four or five periods, it is unlikely that the schedule permitted a wide diffusion of these students for the remainder of the school day. We can see this happening in our sample at Bradford Junior High as some art, physical education, and vocational education classes were identified as homogeneous groups, although they were not tracked according to school policy.

It is possible to cite other examples of the inconsistencies and confusion surrounding tracking in our sampled schools, but the above examples should illustrate the point. Tracking is a complex phenomenon in schools and, while an integral part of the organizational structure at most schools, it is obscured by a variety of factors. Even so, it is possible to describe schools on several dimensions and to make comparisons between them and between the different levels of schooling. In doing so, however, the following information about our data should be kept in mind. Information gained from master schedules, teacher I.D. lists, and school publications usually revealed an intentional or overt tracking system; usually when this occurred, labels were a part of the course titles. Information from the school reports and curriculum materials was often less clear. It is apparent that, in some cases, homogeneous groupings simply happened without any intentional placement or structural system operating. In considering these two types of information and the lack of overall clarity in the data about the exact nature of the tracking systems or grouping practices at each of the schools, the following analogy from Findley and Bryan's The Pros and Cons of Ability Grouping (Phi Delta Kappa, 1975) may be helpful. "At high school, assignment to a curriculum or program of study may be made part of a total ability grouping program. On the other hand, ability grouping is often accomplished to a degree by a process of self-selection in which individual students choose their programs of study freely or with some regard to prerequisites. In essential respects, the difference between the two methods is analogous to the distinction between de jure and de facto segregation."

For all levels of schooling we can be quite sure that the adults and students at every school but one--Euclid Elementary--included in this report are involved in and influenced by some type of tracking system, as the existence of such a structural variable at a school affects all of the participants. The existence of tracking at a school implies that placement decisions are being made about all students who take a tracked subject or who request to take a tracked subject. Furthermore, since all of the schools track in what are usually required academic subjects--except the two Euclid schools previously noted--a fair assumption would be that placement decisions are being made about all of the students in the schools considered in this discussion. In this respect, then tracking is a very pervasive and salient feature of the schools in the study and most likely impacts the quality of life for both the students and adults in them.

HIGH SCHOOLS: A BRIEF OVERVIEW

The thirteen senior high schools in the Study of Schooling sample were considerably varied in their emphasis on academic and vocational subjects. Viewed according to the percentage of FTE teaching positions in each area the mean percentage of academic FTEs at the high schools is 58.53 percent, a little over half of the schools teaching positions. The range, however, is 29 percentage points, from 41 percent at Euclid, with the lowest academic emphasis to 70 percent at Manchester with the most extensive academic program (See Table 7). Similarly the high schools were varied in their emphasis on vocational subjects. The mean FTEs in vocational subjects is 23.61 percent of the total FTEs. The range in vocational teaching positions is also 29 points, from Palisades with the least stress on vocational subjects at 13 percent to Fairfield with the greatest emphasis at 42 percent of the FTEs (See Table 8).

Tracking policies and practices at the high schools were varied as well. Policies range from a clear statement of no tracking at Euclid to a formal outline of six curriculum tracks and homogeneous grouping procedures in academic subjects at Palisades. The examination of practices, however, reveals that tracking existed at all of the sampled high schools and is estimated to have extended from 33 1/3 percent at Laurel to 100 percent of the curricular offerings at Fairfield and Rosement (See Table 3).

The number of subject areas in which students are sorted is one indication of how extensive a tracking system is at a school. The high schools in the sample varied considerably in this respect as well. At Vista, homogeneous grouping appears to have occurred in only four subject areas. At Fairfield, Rosemont and Atwater, on the other hand, students were sorted in all eight subject areas. The chart below indicates the number of subjects tracked at each of the thirteen high schools.

Number of Subjects Tracked	Schools
1	- - -
2	- - -
3	- - -
4	Vista
5	Palisades, Dennison, Woodlake, Newport
6	Crestview, Laurel, Bradford, Euclid
7	Manchester
8	Fairfield, Rosemont, Atwater

Some subject areas seemed to be tracked in high schools far more often than others with academic subjects most likely to be separated into homogeneous achievement/ability groups. The following chart indicates the number of high schools tracking in each subject area. It should be noted that these numbers include both schools that tracked in those subject areas according to policy and those schools who had tracked classes in these subjects even though it was not a part of stated policy:

English -- 13 schools
Math -- 13 schools
Science -- 13 schools
Social Studies -- 10 schools
Foreign Language -- 11 schools
Arts -- 4 schools
Vocational Education -- 11 schools
Physical Education -- 4 schools

These numbers do not mean that all of the classes in these subjects at these schools were tracked. Many of the schools, in fact, had both homogeneous and heterogeneous classes within subject areas. These numbers, however, do indicate that students were being sorted in these subject areas at the number of schools listed. It is interesting to note, however, while some subject areas were almost always tracked and some almost never, every subject area was taught to a homogeneous group of students somewhere in the high school sample.

High school tracking systems vary as well in the amount of flexibility in their structure. At some schools, Fairfield, for example it appears that students were locked into their entire school program as a result of track placement. At other schools, Vista is a good example, students were placed into track levels subject by subject and may have had courses at more than one level.

The following chart includes a listing of the thirteen high schools and whether students were formally tracked into more than one subject area by a single decision or whether formal tracking decisions were made subject by subject. Euclid, the one school with an entirely informal tracking system is included in a separate category.

Less Flexible-- Tracking Across Subjects	More Flexible-- Tracking Subject by Subject	No Formal System
Fairfield	Vista	Euclid
Atwater	Crestview	
Palisades	Rosemont	
Bradford	Newport	
	Woodlake	
	Laurel	
	Manchester	

Missing data -- Dennison Secondary School

While there appears to have been some variation in the degree of mobility--the extent to which students change track levels from year to year--among the schools, this mobility existed in a context of overall stability of track placements. The general rule at most schools was that nearly all students remained at assigned track levels from year to year. No school administrator estimated more than a 30 percent change. The following chart includes the estimates of between-track mobility for some of the senior high schools. Many schools, however, did not provide an estimate of track level mobility.

Movement of Students Among Track Levels

Less than 10%	10%-20%	21%-30%
Laurel	Atwater	Crestview
Dennison		Fairfield
		Bradford

Missing data: Vista, Fairfield, Newport Woodlake,
Palisades, Manchester, Euclid

It is interesting to note that, of the schools giving estimates of movement of students among track levels, two reported the bulk of this movement as reassignment to a lower track levels: Crestview (20%), Rosemont (25%). At Rosemont, in fact, track movement was attributed to incorrect initial placements resulting from "student input" which necessitated the subsequent movement of a large percentage of students to lower track levels.

The locus of control regarding track decisions, at most of the schools, resided with the counselors. Teachers appear to have had considerable input at many schools, parents at a few, and students at almost none. In the following chart, the primary decision makers at each school are shown:

Locus of Control--Placement Decisions

Counselors	Teachers	Counselors/ Teachers	Counselors/ Teachers/Parents	Counselors/Teachers/ Parents/Students
Crestview	Atwater	Vista		Rosemont
Fairfield*		Woodlake		Palisades
Manchester		Laurel		Euclid
Bradford				
Dennison				
Newport*				

Taking these characteristics together, it is possible to gain an impression of the relative overall amount of stratification and degree of rigidity in the tracking practices at the thirteen high schools. Atwater High School appears to have had the most highly stratified and rigid system of the thirteen in that it was the only school that had all of the following characteristics. The majority of classes offered at the school were grouped homogeneously, including classes in all academic subjects. Students were placed in a track level for more than one class rather than having separate placement decisions made for each subject area. Fewer than 20 percent of the students were estimated to change their placement level in classes from year to year. And, finally, there was no indication that students had a role in track placement decisions.

It should be noted, too, that the tracking systems at Palisades, Bradford, Fairfield, and Rosemont were also highly stratified. Nevertheless, Atwater's system appears to be the most so.

---

* At Fairfield and Newport the school reports indicate that the decisions were made jointly with parents and students. Since a heavy reliance was placed on aptitude and achievement tests in these decisions, it seems clear that despite the stated policy counselors had the primary responsibility at these schools.

The least structured system was at Euclid, with no formal tracking system operating, only informal guidance at the time of registration for classes. Of the schools with structured systems, the least stratified and rigid appears to have been at Woodlake, one school at which the principal was openly opposed to tracking. Only a quarter of the classes offered were homogeneous groups, and while several academic subjects were included, many classes in each subject were heterogeneous. Placement decisions were made for each subject area separately. Students at Woodlake, however, appear not to have had a role in placement decisions. Additionally, we have no information about how much mobility occurred for those students in tracked classes. Nevertheless, the system appears to have been the least rigid of the formal tracking systems at the high school level. The tracking systems at the other ten schools fall between these three--Atwater at one end and Euclid and Woodlake at the other--in their overall amount of rigidity and stratification.

Interestingly, among the high schools the degree of stratification and rigidity in a school's tracking system did not seem to be linked to school demographics. There were no patterns of similarities or differences in tracking systems related to school size, location, student socioeconomic status or ethnicity. It would be interesting to explore, however, possible association between the type of tracking system at a school and other variables--satisfaction of both adults and students, for example.

Traditionally, two reasons have been given for the use of tracking systems and ability grouping--(1) to better meet individual student needs and (2) to ease the teaching task by reducing the range of student differences in the classroom. These rationales were the predominant ones given by the schools in the high school sample as well. Eleven school reports included statements referring to meeting individual student needs and five included some mention of easing the task of instruction for teachers, some of these specifically citing the reduced range of student differences toward this end. Other rationales given included: (1) to allow students to be with peers of near-equal ability, (2) to segregate students by interest and effort, and (3) to encourage career education. The thirteen schools, nevertheless, did not differ markedly in the rationales given for the use of tracking.

The following descriptions of tracking at the thirteen high schools should make clear the overall similarity of the tracking systems as well as the individual differences among them.

VISTA SENIOR HIGH SCHOOL

OVERVIEW OF PROGRAM - The course offerings at Vista reflect neither a predominance of academic nor vocational subjects, but a moderate emphasis on both types of courses. Fifty-nine percent of the FTE teaching positions are in academic subjects, placing the school seventh among the sample (along with Atwater High School) in academic emphasis. Vocational subjects use 22 percent of the FTEs, placing Vista sixth among the schools in vocational emphasis.

EXTENT - Deliberate homogeneous grouping by student achievement or ability occurs in 44 percent of the courses at Vista. Other homogeneous grouping, due probably to scheduling and/or student interest in course content, also occurs in some subject areas. No course however, is designated as part of a particular curriculum track at Vista.

PERVASIVENESS - Classes in three subject areas are homogeneously grouped. Each grouped subject has four levels.

- English - courses are grouped into four levels (honors, academic, general, and developmental) at grades 9-11 and into two levels (academic and general) at grade 12.
  - students are placed into English courses based on 1) teacher recommendation, 2) student interest, 3) demonstrated ability in English and 4) goals of individual students.
- Math - some courses are listed as academic, general, and developmental; others (presumably the academic group) are sequential with prerequisite courses required (Algebra, Geometry, etc.)

- Science - some courses are specifically designed for the "non-college bound," some courses open only to students in the "academic course of study," and many courses have as prerequisites the successful completion of other courses which require "academic" standing or successful completion of Algebra I.
- Other subject areas at the school are not deliberately grouped.

FLEXIBILITY - Students are placed into levels in English, math, and science according to their ability in each of the subject areas. "Students could take an Academic English, General Science, and Developmental Math if this was their ability level."

MOBILITY - No data is available as the school reports that it is impossible to estimate how many students move among the various tracks from year to year.

LOCUS OF CONTROL - Teachers at Vista initiate placement, although the counselors also advise students as to their appropriate levels in the tracked subject areas.

RATIONALE - Vista lists several reasons for using grouping:

1. Meet ability level of each student
2. Provide better educational opportunities
3. Allow students to be in a classroom with peers of near equal ability
4. Allow more advanced students classes to better prepare them for college.
5. Challenge students abilities

SAMPLED CLASSES - In the Vista sample the classes fit into the tracking system in the following ways:

- English -
  - 4 average groups
  - 3 low groups
- Math -
  - 1 high group
  - 3 average groups
  - 2 low groups
  - 1 heterogeneous group
- Science -
  - 2 high groups
  - 3 average groups
  - 1 low group
  - 1 heterogeneous group

All other classes are listed as average or heterogeneous groups, except one Industrial Arts class that is rated as low. In the total sample of 48 classes, 69 percent are homogeneous groups.

ADDITIONAL INFORMATION - The Regional Evaluation of Vista gives this additional information about tracking at the school:

> "Past educational experiences of new students to Vista High are analyzed before placing students into programs. The students are then given a choice of three to four electives based on the acquired information." (p.19)

> "Many of the subject areas offer sequential programs for students of varying abilities and needs." (p.19)

> "The Advanced Placement Programs in math and science offer extended learning experiences at the college level for gifted students with appropriate aptitudes." (p.19)

CRESTVIEW HIGH SCHOOL

OVERVIEW OF PROGRAM - Both academic and vocational courses are given moderate emphasis at Crestview with neither area seeming to dominate the curricular offerings. Fifty-eight percent of the FTE teaching positions were allocated to academic subjects, placing the school ninth in emphasis on academics among the sample. Twenty-four percent of the FTEs consisted of vocational teaching positions. Crestview ranks fifth among the schools in emphasis on vocational subjects.

EXTENT - Fifty percent of the classes at Crestview are grouped by students ability or achievement level into honors, average, and basic classes. No classes are designated as part of a specific curriculum track.

PERVASIVENESS - Classes in four academic subject areas are included in the tracking system: English, math, social studies and science. Three levels occur in each of these subjects. Although there is no deliberate tracking in other subject areas, the school report indicates that homogeneous groupings occured in sampled classes in the following areas: art, broadcasting, home economics, shorthand, and physical education.

FLEXIBILITY - Although the school report indicates that placement at a certain level extends to more than one subject area the following notation was made.:

> "Honors classes are scheduled so that it is possible for an honor student to go through the day taking honors courses and not have a schedule conflict. But students must merit whatever placement they are given and no attempt is made by the school to confine a student to a single level in all areas."

MOBILITY - The principal estimated that 10 percent of the students move to a higher track level, 70 percent remain at the same track level and 20 percent move to a lower track level from year to year at Crestview.

LOCUS OF CONTROL - At Crestview the counselors are primarily responsible for student placement decisions.

RATIONALE - The following reasons were cited for using tracking at the school:

"1. To narrow range of abilities found in a classroom
2. To differentiate skills, concepts taught in classes
3. To accomodate reading levels"

SAMPLE CLASSES - In the Crestview sample the classes fit into the tracking system in the following way:

- English -	5 average groups
	2 low groups
	1 heterogeneous group
- Math -	2 high groups
	1 average group
	2 low groups
	1 heterogeneous group
- Science -	1 high group
	2 average groups
	2 low groups
- Social Studies -	2 high groups
	3 average groups
	2 low groups
	1 heterogeneous group

Although these classes are the only ones grouped as a part of stated school policy, other classes in the sample were identified by the school as homogeneous. The following classes were listed as high groups: Broadcasting, Art I, and Graphic Arts I.

Shorthand I and Drafting I were listed as low. P.E., Home Economics II and Sculpture were listed as average groups.

In the total sample of 48 classes, tracking information was obtained on 42. Of these, 76 percent were identified as homogeneous groups.

FAIRFIELD HIGH SCHOOL

OVERVIEW OF THE PROGRAM - The curricular offerings at Fairfield High reflect a strong emphasis on vocational as compared to academic education at the school. Academic subjects use only 46 percent of the FTE teaching positions at Fairfield, placing the school twelth among the thirteen high schools in academic emphasis. Vocational subject teaching, on the other hand, occupies 42 percent of the FTEs at the school. Fairfield with this strong emphasis on vocational courses ranked first among the sample in percentage of FTEs devoted to the vocational area.

EXTENT - Two kinds of tracking operate at Fairfield High School. First, students are placed in either an Academic or Vocational curriculum. Academic students take academic courses, electives, and physical education. As a part of this curriculum, students in the Academic program are strongly encouraged to take chemistry, foreign language and a fourth year of English: course work beyond the basic requirements. Vocational students take a limited number of academics and vocational subjects. Vocational students do not take physical education. It is estimated by the school that 55 to 70 percent of the students at Fairfield participate in the Vocational program. Second, within some subject areas, deliberate homogeneous grouping of students by achievement or ability is effected. In these groupings vocational students are usually in the classes at the lower levels. Because of the separation of students into both distinct curricula and into ability and achievement groups, it is estimated that tracking extends to the total school program.

PERVASIVENESS - English and math classes are grouped by student achievement or ability at Fairfield. English courses are intended to be either Advanced Placement courses or heterogeneous groups. In some of the heterogeneous English classes, however, certain achievement levels predominate. Math classes are divided into four levels: Advanced Placement, Algebra I and II sequence, Introduction to Algebra I and II sequence, and Fundamentals of Math I and II.

Although no deliberate placements are made in science and social studies classes, because of the differing requirements for vocational and academic students and scheduling procedures (vocational students take their academic subjects in blocks), homogeneous groups do appear in these subjects. This pattern occurs in other subject areas as well.

FLEXIBILITY - There is not automatic placement across subjects as a result of a student's curriculum track or placement level in math. It should be noted, however, that since the schedule is arranged so that vocational students take their courses in blocks (academics in the morning, vocational in the afternoon, or the reverse) flexibility is limited.

MOBILITY - No data is available about the movement of students between tracks from year to year at Fairfield.

LOCUS OF CONTROL - Placement decisions are made by counselors, students, and parents relying largely on the results of the Illinois Test of Educational Development given at the end of the 9th and 11th grades. For English and math class placement, achievement tests are given to determine whether a student belongs in an Advanced Placement or regular group. Teachers have little or no input in placement decisions.

RATIONALE - Three reasons are given for tracking at Fairfield:

1. Board policy
2. Meet individual needs of students
3. "Principal-Parent-Teacher input"

SAMPLED CLASSES - In filling out the form identifying sampled classes by predominant achievement level, the principal gave the numbers of students at high, average, and low achievement levels in each class. This report indicates that while classes *may* be considered heterogeneous some are clearly dominated by specific achievement levels. These are:

- English -
  - 1 high class
  - 2 average classes
  - 3 heterogeneous classes
- Math -
  - 2 low classes
  - 4 heterogeneous classes
- Science -
  - 1 high class
  - 4 heterogeneous classes
- Social Studies -
  - 1 low class
  - 3 heterogeneous classes

The vocational classes seem to vary as well in their predominant student achievement levels. Arts and physical education classes seem to be consistently heterogeneously grouped. It should be remembered, however, that students in the Vocational program do not take physical education classes; these classes are probably not representative of the total school population and must be considered tracked classes. Of the 46 sampled classes, 42 percent are estimated to be homogeneous groups. However, all classes at Fairfield are a part of a very salient tracking system.

ROSEMONT HIGH SCHOOL

OVERVIEW OF PROGRAM - At Rosemont both academic and vocational subjects seem to be important in the school curriculum. Academic subject area teaching positions comprise 67 percent of the FTEs at Rosemont, placing the school third among the sample in academic emphasis. Twenty-one percent of the FTE teaching positions are in vocational subjects, indicating a moderate emphasis compared with the other high schools in the sample. Rosemont ranks seventh in vocational emphasis (along with Atwater High School).

EXTENT - Two types of tracking exist at Rosemont. Students are placed in either an Academic or Vocational course. Students in the Vocational curriculum take vocational classes in addition to their academic requirements for graduation. Vocational students do not take physical education which further separates them from Academic students. In addition to the differentiated Vocational and Academic curricula, courses in some subject areas are homogeneously grouped by student ability or achievement levels. Sixty-three percent of the classes at the school are grouped in this way. However, since separation of students occurs as well in vocational and P.E. courses, tracking can be considered to extend to the total school curriculum.

PERVASIVENESS - At Rosemont the classes in the four basic academic areas (English, math, science, and social studies) are grouped homogeneously into three levels: honors, regular, and basic. Vocational courses are dominated by students in the vocational track. Physical education courses are taken only by non-vocational students. Arts and music classes are grouped in that introductory courses are open to anyone but advanced courses, such as Art II, consist of groups of students selected because of their ability or achievement in the subject area. This is true also for some of the advanced business courses.

FLEXIBILITY - Students are placed into levels subject by subject. Placement at a level in one subject area does not automatically affect placement in other subjects. Vocational students participate in the regular academic program for their English, math, science, and social studies classes. Although they are not automatically restricted to any track level, vocational students are not usually in the higher level academic courses.

MOBILITY - There is some mobility between levels in academic subjects with the estimate given that about 25 percent of the students move downward in placement each year. A school administrator attributed this mobility to incorrect placements as a result of "student input."

LOCUS OF CONTROL - Advisors and students select placement levels using teacher recommendations. If, however, a student strongly feels that he/she should be placed at a higher level than recommended by a teacher, the student's wishes have superceded the recommendation. Vocational students are selected by teacher recommendation, interviews, and the search of student records. The criteria for entry are good attendence, responsibility, and attitude.

RATIONALE - No rationale was given by the school for its use of tracking.

SAMPLED CLASSES - At Rosemont the sampled classes fit into the tracking system in the following way:

- **English** -	2 high classes
	1 average class
	2 low classes
	2 heterogeneous classes
- **Math** -	1 high class
	4 average classes
	2 low classes
- **Science** -	3 high classes
	2 average classes
	2 low classes
- **Social Studies** -	7 heterogeneous classes
- **Foreign Language** -	2 average classes
	1 heterogeneous class
- **Other Subject Areas** -	All other classes are listed as heterogeneous groups with the exception of Bookkeeping and Shorthand which were listed as average classes.

Of the 48 classes in the sample, 42 percent were listed by the school as homogeneous groups. It should be remembered, however, that the separation of students at Rosemont is far more extensive than this percentage implies.

NEWPORT HIGH SCHOOL

OVERVIEW OF THE PROGRAM - At Newport the course offerings reflect a moderate emphasis on academics with 61 percent of the total FTEs in English, math, science or social studies. Newport ranks sixth in proportion of academic FTEs among the high schools in the sample. Thirteen percent of the FTEs at Newport are in vocational subjects, placing the school last (along with Palisades) among the high school sample in vocational emphasis.

EXTENT - At Newport, tracking is found throughout the school program with the school reporting that 65 percent of the classes are either designated as part of a curriculum track or homogeneously grouped by achievement or ability.

PERVASIVENESS - Homogeneously grouped classes are found in all subject areas except physical education, although the information on the sampled classes provided by the school indicates that most arts and vocational education and some social science classes are heterogeneously grouped.

- English -	Several tracks are in operation. Students are placed at each level based on achievement test scores, prior academic performance, teacher recommendations, and proficiency in the English language. Courses are at the following levels: advanced placement, academically enriched, averate, basic, remedial, and English-as-a-second-language.
- Math -	Same tracking system in operation as in the English department.
- Science -	Same tracking system in operation as in the English department (ESL students take a health course, however, which seems to be separate from the science department).
- Social Studies -	Same tracking system in operation as in the English department.

- **Other subject areas** - Some foreign language and business classes are homogeneously grouped. Other subject areas seem to have heterogeneously grouped students.

FLEXIBILITY - At Newport students are grouped subject-by-subject and the usual practice is that the placement of a student at a particular level in one subject does not influence placements in other subject areas. However many students often fall at the same level in various subjects.

MOBILITY - The counselor interviewed was unable to estimate the approximate number of students who change track levels each year.

LOCUS OF CONTROL - The counselor report from Newport indicates that counselors, teachers, and parents share the responsibility for placement of students in tracks, but placement tests appear to play a major role as well.

RATIONALE - According to the counselor, at Newport tracking is used for the following reasons:

1. So that students can be placed in classes where they can achieve (instead of fail).
2. To prevent teachers from aiming all instruction at the average.
3. Because teachers feel obligated to present certain material and maintain certain standards--they feel more comfortable doing this with homogeneous groups.
4. Because individualized education just doesn't seem to happen.

SAMPLED CLASSES - In the Newport sample, the classes fit into the tracking system in the following ways:

- **English** -
  - 1 high class
  - 4 average classes
  - 1 low class
  - 1 heterogeneous class (drama)
- **Math** -
  - 2 high classes
  - 3 average classes
  - 1 low class

- *Science* -
  - 2 high classes
  - 2 average classes
  - 2 low classes
- *Social Studies* -
  - 1 high class
  - 2 average classes
  - 5 heterogeneous classes
- *Foreign Language* -
  - 1 high class
- *Other subject areas* -
  - all heterogeneous groups except one "average" accounting class

Of the total sample of 46 classes, 54 percent were identified as homogeneous groups.

WOODLAKE HIGH SCHOOL

OVERVIEW OF THE PROGRAM - With 57 percent of the total FTEs in academic subjects, Woodlake ranks tenth among the high schools in the sample in academic emphasis. And, with 27 percent of the FTEs in vocational subjects, Woodlake ranks fourth among the schools in this area.

EXTENT - Woodlake High School reports the smallest amount of deliberate tracking of any of the senior high schools, with an estimate of only 25 percent of the classes grouped by ability or achievement. In addition, Woodlake reports that they have no designated curriculum tracks.

PERVASIVENESS - Three subject areas are included in Woodlake's tracking system, English, mathematics, and science. But, only a few classes in each of these subjects are grouped; the others are heterogeneous groups.

FLEXIBILITY - When a student is placed in an achievement or ability group in one subject, the usual practice is that this placement does not affect placement in other subjects.

MOBILITY - The principal indicated that because so little grouping takes place at the school the mobility between track levels is impossible to estimate.

LOCUS OF CONTROL - The counselors play the most important role in track placement at Woodlake. The counselors use both student grade point average and other types of records of past performance. Teachers have some input in this process as well.

RATIONALE - While no rationale for grouping at Woodlake was given in the school report, the counselor mentioned specifically that the principal was opposed to this type of grouping and did not believe it to be educationally sound. Apparently the principal's main area of concern was the negative effects of identifying and labeling of groups of people.

SAMPLED CLASSES - In the Woodlake sample, the classes fit into the tracking system as follows:

- English - 6 heterogeneous groups
- Math - 3 high classes
  1 low class
  1 heterogeneous class
- Science - 2 high classes
  1 low class
  1 heterogeneous class
- Social Studies - 2 average classes
  3 heterogeneous classes
- Foreign Language - 1 high class
  1 heterogeneous class
- Other subject areas - All heterogeneous classes except
  1 high instrumental music class and
  1 high woodshop class

Of the total sample of 36 classes 33% were identified as homogeneous groups.

ATWATER HIGH SCHOOL

OVERVIEW OF THE PROGRAM - At Atwater the course offerings reflect a moderate emphasis on both academic and vocational courses with neither area seeming to dominate the curriculum. Fifty-nine percent of the FTE teaching positions are allocated to academic subjects. Atwater, thus, ranks seventh (along with Vista) in academic emphasis. Twenty-one percent of the FTE teaching positions are in vocational subjects, placing the school seventh (along with Rosemont) among the high school sample in vocational emphasis.

EXTENT - At Atwater it appears that tracking is found throughout the school program with the school reporting that 70 percent of the classes are in specified curriculum tracks and that 30 percent are homogeneously grouped by achievement or ability.

PERVASIVENESS - Deliberate grouping occurs in all subject areas except the arts and physical education. These subject areas comprise 79 percent of the courses at the school. In addition, homogeneous grouping seems to occur in all subject areas, however, according to the school report on the sampled classes.

- English -	The exact nature of the grouping system is unclear. The basic sequence of courses, English 1-8 are sometimes labeled with an R (remedial, repeat?). Other courses seem designed especially for low achieving students (Remedial reading, Reading for Pleasure and Knowledge) or for high achievers (College English).
- Math -	Three tracks can be inferred from the course titles and are confirmed by the school report on the sampled classes. Low courses are Pre-Algebra and Practical Math; high

	courses are Adv. Algebra, Trig./Math Analysis, Honors Geometry, etc. Other courses seem to be designed for average students.
- Science -	Three tracks seem to be operating: 1) Low: Consumer Biology, Consumer Chemistry 2) Average: Biology 3) High: Chemistry, Physics, Entymology, Zoology.
- Social Studies -	Some classes are labeled R (repeat, remedial?). The school's report, however, indicates that the classes in the sample are average groups.
- Other subject areas -	Homogeneous grouping seems to occur in all subject areas at the school.

FLEXIBILITY - The usual practice at Atwater is that when a student has been placed in an achievement or ability group or curriculum track his/her placement in classes in more than one subject areas is automatically affected.

MOBILITY - The school report indicates that 10 percent of the students move up in placement each year, 80 percent remain at the same level, and 10 percent go down in placement.

LOCUS OF CONTROL - At Atwater, teachers are primarily responsible for placement decisions.

RATIONALE - The following reasons were given for grouping at Atwater:

"To provide teachers with classes in which the students have comparable ability. To segregate students by interest and effort. To provide continuity in learning. To provide students with samller classes for more individualized instruction."

SAMPLED CLASSES - In the Atwater sample the classes fit into the tracking system in the following ways:

- English -	1 high class 2 average classes 1 heterogeneous class (Journalism)
- Math -	1 high class 1 average class 1 low class
- Science -	2 high classes 2 average classes 1 low class
- Social Studies -	3 average classes

All other subject areas had homogeneous groups in the sample as well.

Among the total sample of 27 classes, 89 percent were listed by the school as homogeneous groups. Given the extent of tracking in the Atwater program, the sample is probably reflective of the school as a whole in regard to tracking.

PALISADES HIGH SCHOOL

OVERVIEW OF PROGRAM - The course offerings at Palisades reflect a highly academic orientation. Sixty eight percent of the FTE teaching positions are in academic subjects which places the school second among the high schools in the sample in academic emphasis. In contrast, 13 percent of the FTE teaching positions are in vocational subjects. Thus, Palisades (along with Newport, which also has 13 percent of its FTEs in vocational subjects) has the least emphasis on vocational subjects of the high schools.

EXTENT - There are six curriculum tracks at Palisades: three oriented toward college preparation, one oriented toward preparation for entry level positions in business offices and marketing, and two general courses that "do not necessarily prepare a student for college." One of the college preparatory and one of the general tracks emphasize the performing arts. Although the tracks are separate, the courses within them overlap. Homogeneous grouping within these overlapping courses occurs in some subject areas with deliberate separation of students extending to 68% of the classes. Additional separation occurs in other subject areas as students in each track are expected to take more courses in selected areas than students in the other tracks (e.g., students in the Business Education Program take 9 courses in vocational subjects, while students in College Preparatory Level I take the equivalent of 1 course in vocational subjects). The extent of tracking, therefore, undoubtedly exceeds 70 percent.

PERVASIVENESS - At Palisades, deliberate separation of students by achievement or ability within and across tracks occurs in English/language arts, mathematics, social studies, science, and foreign language classes.

- English - Five tracks operate in the English department; Honors, Above Average, Average, Basic, or CVAE (Coordinated Vocational Academic Education). All classes are labeled according to track level, except for a few electives (yearbook and newspaper).
- Math - Many classes are labeled as either honors or basic; other classes are presumed to be average. The school report indicates that in addition to the three groupings, business math classes are heterogeneous.
- Science - Four tracks seem evident with low classes labeled basic, unlabeled classes forming the average track and a few classes seemingly designated for high achievers, labeled honors. A few science classes are labeled CVAE. Some science electives are heterogeneously grouped (Ecology, Earth Science).
- Social Studies - Although no track labels appear in course titles and the school reports that the classes in the sample are heterogeneous, the curriculum materials sent by teachers and the principal's report indicate that social studies classes are homogeneously grouped at Palisades.
- Foreign Language - Only students in the three college preparatory tracks take foreign language classes.

FLEXIBILITY - There is little flexibility in the tracking at Palisades. Placement in a track determines placement in classes in a variety of subject areas.

MOBILITY - No data is available on the movement of students between tracks from year to year.

LOCUS OF CONTROL - Teachers at Palisades have the primary responsibility for making placement decisions about students within tracks. Parents and students decide on the curriculum track a student will follow. (It is unlikely, however, that parents and students make these decisions independent of any school influence: teacher recommendation, counselor advisement, and/or test scores).

RATIONALE - Administrators at Palisades state they use tracking as a means of meeting individual's needs and choices,

SAMPLED CLASSES - Classes in the Palisades sample were grouped in the following ways:

- English - 4 high classes
  2 average classes
  1 low class
- Math - 2 high classes
  2 average classes
  1 low class
  2 heterogeneous classes (Business Math)
- Science - 2 high classes
  1 average class
  2 low classes
  2 heterogeneous classes
- Social Studies - 8 heterogeneous classes
- Foreign Language - 1 high class
  1 average class
  1 low class
- Other Subject Areas - all heterogeneous groups

In the total sample of 48 classes 42 percent of the classes are homogeneous groups.

LAUREL HIGH SCHOOL

OVERVIEW OF THE PROGRAM - The course offerings at Laurel reflect a strong academic emphasis at the school. Sixty-five percent of the FTE teaching positions are in academic subject areas, placing Laurel fourth among the high schools in the sample in academic emphasis. It should be noted, however, that the apparent strength of the academic program is somewhat misleading, as it is not reflective of a rich and varied selection of courses. Vocational education occupies a relatively weak position in the curriculum at Laurel with only 15 percent of the FTEs allocated to vocational subjects. The school ranks tenth among the sample of high schools in vocational emphasis. As with the academic offerings, the vocational classes seem rather limited. These curricular limitations may in part be a reflection of the school's small size and relative poverty.

EXTENT - About one third of the classes at Laurel are grouped according to the achievement or ability levels of students. No curriculum tracks as such, however, exist at the school.

PERVASIVENESS - Deliberately grouped classes exist in English/language arts and math classes. Although no overt tracking exists in other subject areas, homogeneous groups do occur in science, social studies, foreign language, and vocational classes.

- English -	The curriculum materials indicate that low and average (regular) groupings occur in grades 9, 10, and 11. The school report on sampled classes reveals that both heterogeneous and homogeneous groups appear in the English 1-4 sequence.
- Math -	Tracking is apparent as some courses are labeled as basic and ESAA. One course is labeled Advanced Math. Other courses have a wide variety of titles with no level indication. The curriculum materials reveal that three groupings seem to occur in grades 9 and 10.

- Science -	Some tracking seems to occur with Math/Science combinations and Physical Science basic forming the low track and Physical Science, Biology, and Chemistry forming the college preparatory sequence.

FLEXIBILITY - Placement at one level in a subject area does not automatically affect a student's placement in other classes.

MOBILITY - Few track level changes occur with the principal reporting less than 10 percent of the students moving between groups from year to year.

LOCUS OF CONTROL - Counselors and teachers are responsible for placement decisions made about students at Laurel.

RATIONALE - According to the principal, what grouping is done at Laurel is for the purpose of meeting individual needs.

SAMPLED CLASSES - Classes in the Laurel sample were grouped in the following ways:

- English -	1 high class 1 average class 2 low classes 2 heterogeneous classes
- Math -	3 average classes 2 low classes
- Science -	1 high class 2 heterogeneous classes
- Social Studies -	2 average classes 1 heterogeneous class
- Other subject areas -	Some homogeneous groups occur in sampled foreign language and typing classes. Other subject areas appear to be heterogeneously grouped.

Of the total sample of 24 classes, 58 percent were identified as homogeneous groups.

MANCHESTER HIGH SCHOOL

OVERVIEW OF THE PROGRAM - Manchester ranks first among all the high schools in emphasis on academic courses in the curriculum. Seventy percent of the FTE teaching positions are in academic subject areas. At the same time, vocational subjects are given considerably less emphasis at Manchester than at many of the schools, with vocational courses occupying 19 percent of the FTEs. Among the high schools in the sample, Manchester ranks ninth in emphasis on vocational education.

EXTENT - Tracking extends to most of the school program as approximately 80 percent of the classes at Manchester are designated as part of a curriculum track and 20 percent of the classes are homogeneously grouped by student achievement or ability.

PERVASIVENESS - The report from the school indicates that tracking involves classes in the following subject areas: English/language arts, math, science, social studies, and foreign language.

- English -	The English 1-6 course sequence is tracked into four levels: honors, regular, special, and remedial. 12th grade electives are not tracked, but an AP (Advanced Placement) class exists for high achieving seniors.
- Math -	Two sequences seem to be offered designed for students at different achievement levels. 1) Low: General Math 1-2, Math Competency, Refresher Math 1-2. 2) Average to High: pre-Algebra, Algebra, Geometry, etc. The school report indicates sampled math classes are grouped homogeneously at three achievement levels.

- Science -	Some division of courses by achievement level exists but classes are not so labeled. The college preparatory sequence is fairly clear: Biology I, Chemistry I & II, etc. The lower track seems to consist of Physiology, General Biology, General Chemistry, etc.
- Social Studies -	The only obvious tracking is the designation of an American History section as Honors. A wide variety of course titles may obscure the grouping practices in social studies. The school report indicates that sampled social studies classes are either homogeneous average groups or heterogeneous groups.
- Foreign language -	Classes are designated for high achieving students.

FLEXIBILITY - Placement at a level in one subject area does not automatically affect a student's placement in classes in other subjects.

MOBILITY - No data is available about the movement of students between track levels at Manchester.

LOCUS OF CONTROL - At Manchester, Administrators are primarily responsible for student placement decisions.

RATIONALE - According to the principal at Manchester:

"This grouping allows my chief of programming (assistant principal assigned) to adequately set up the master schedule. Our academic departments are especially appreciative of our efforts, as it allows them to forecast classes, assign teachers properly, and in general permits our maintaining the various programs of the college bound and other students while they are students at this high school. Many ways have been tried in the past, but we here at Manchester feel this type of grouping is most satisfactory for our needs."

SAMPLED CLASSES - At Manchester the sampled classes fit into the tracking system in the following ways:

- English -	3 average classes 3 heterogeneous classes
- Math -	5 high classes 3 average classes 1 low class 1 heterogeneous class
- Science -	1 high class 4 low classes
- Social Studies -	4 average classes 6 heterogeneous classes
- Other subject areas -	Homogeneous groups in the sampled classes were foreign language, electronics, and ballet. Other subject areas appear to have heterogeneous groupings.

Among the total sample of 48 classes, 50 percent were identified homogeneous groups. Tracking at Manchester is clearly more extensive than the sample of classes suggests.

BRADFORD HIGH SCHOOL

OVERVIEW OF THE PROGRAM - Academic subjects receive a strong emphasis at Bradford with 62 percent of the FTE teaching positions allocated to courses in the academic areas. Bradford ranks fifth among the high schools in the sample in academic emphasis. The stress on vocational education at the school, on the other hand, is quite weak with vocational subject teaching comprising only 14 percent of the FTEs. Among the high schools, Bradford ranked eleventh in vocational emphasis. Interestingly, the only two schools ranking lower (Newport and Palisades) both allocate 13 percent of their FTEs to vocational subjects. Bradford, therefore, is clearly at the low end of the scale in the inclusion of vocational education as a part of the curriculum. This is especially interesting in view of the fact that the school cites the encouragement of career education as one of its reasons for tracking.

EXTENT - The school reports that 50 percent of the classes at Bradford are designated as part of specific curriculum tracks and that an additional 15 percent are grouped according to student ability or achievement. Intended tracking at the school, therefore, extends to 65 percent of the school program.

PERVASIVENESS - Deliberate homogeneous grouping is effected in English/language arts, social studies, and science classes. Homogeneity, however, occurs in other subject areas as well.

- English -	Tracking is clearly evident as most classes are labeled basic, core, vocational, or advanced placement. Other classes have no track label although some (Fundamentals of Writing Skills) appear to be directed at lower achieving students.

- Science -	Two tracks operate: 1) Not for college bound (designated in course description handbook): Life Science, Earth Science. 2) College prep: Biology, Chemistry, Physics, Astronomy, Microbiology.
- Social Studies -	The tracking system is not obvious except for some labeled as honors. A wide variety of course titles obscures grouping practices. The school's description booklet indicates that some social studies courses are designated "not for college bound," and with other descriptions indicating the achievement level of students at which the course is aimed.
- Math -	Although different levels of the same class do not occur, two distinct groups of classes exist: 1) Low: Basic Math, Math/Algebra, Basic Geometry, Senior Math. 2) Av. to High: Algebra, Plane Geometry, Algebra 2, Plane & Solid Geometry, Algebra 2 and Trigonometry, Calculus. Many courses in the second group have prerequisite courses and some require the attainment of a particular grade in the prerequisite course.

FLEXIBILITY - At Bradford, there is little flexibility in the grouping system as placement at a level or in a track in one subejct area automatically affects a student's placement in classes in other subject areas as well.

MOBILITY - Approximately 30 percent of the students move upward in placement, 68 percent of the students remain at the same level, and 2 percent of the students move to lower groups or tracks from year to year at Bradford.

LOCUS OF CONTROL - Counselors are primarily responsible for making student placement decisions.

RATIONALE - The following reasons were cited for the use of grouping:

1. More efficient instruction
2. Encourages career education
3. More opportunity to provide individualized instruction.

SAMPLED CLASSES - The sampled classes at Bradford were grouped in the following ways:

- English -	4 high classes 4 average classes 1 low class
- Math -	2 high classes 1 average class 1 low class
- Science -	2 high classes 2 average classes
- Social Studies -	2 high classes 2 average classes 3 low classes
- Other subject areas -	School report indicates homogeneous groupings in foreign language and business classes. All others appear to be heterogeneous groupings.

Of the total sample of 48 classes 69 percent are identified as homogeneous groups.

EUCLID HIGH SCHOOL

OVERVIEW OF THE PROGRAM - Of all of the high schools in the sample, Euclid has the least emphasis on academics. Of their total FTE teaching positions only 41 percent were in academic areas. This is considerably lower than Manchester, with the greatest emphasis, 70 percent of FTEs devoted to academics. In contrast, the emphasis on vocational subjects at Euclid is very strong. Forty-one percent of the FTEs are allocated to vocational subject teaching, placing Euclid second only to Fairfield (with 42 percent) among the high schools in the sample in vocational emphasis.

EXTENT AND PERVASIVENESS - No official or systematic tracking or grouping policy exists at Euclid Senior High School. All classes are technically open to all students. However, homogeneous groupings do occur regularly in classes at the school primarily as a result of the selection of courses meeting college entrance requirements by college bound students and not by others. College preparatory courses are not restricted in their enrollment, but as a result of the course content and difficulty level of the classes homogeneity in student ability and achievement usually results in some courses. The school report on the levels of the sampled classes confirms this practice as courses in academic areas: English, science and social studies are both homogeneous and heterogeneous groupings. Math seems a little more structured than the other subject areas as course sequences and prerequisites determine enrollment, although the higher sequence, Algebra I, etc., is open to any student. Implicit tracking then does seem to occur at Euclid in these ways. In addition, the staff, in a very informal way, guides student placement during registration for classes, making sure that students who are presumed to be college bound take highly academic courses.

FLEXIBILITY - Because students are not systematically placed in classes, there is a great deal of flexibility in the grouping at Euclid. However, as the prinicpal reported that the staff makes sure that college bound students enroll in the necessary courses to meet entrance requirements, less flexibility exists than the policy seems to imply.

MOBILITY - Euclid does not keep records of student placements by ability or achievement level of classes; therefore, no data on mobility between levels is available.

LOCUS OF CONTROL - The students at Euclid are the primary decision-makers in their class placements as they are free to select any course they wish to take. The staff has some input as they exert pressure on college bound students to meet college entrance requirements.

RATIONALE - At Euclid, when deliberate student placements are made they are "to help gifted and learning disability students achieve the maximum of their potential."

SAMPLED CLASSES - Homogeneous and heterogeneous groupings occur in the sampled classes in the following ways:

-English -

3 high classes
1 average class
4 heterogeneous classes

High: Hero/Anti Hero, Journalism, World Literature

Average: Science Fiction

Heterogeneous: Speech Fundamentals, Vocabulary, Expository Writing, Grammar Usage (probably a core program required for every student).

- Math -	2 high classes
- Science -	3 high classes 1 heterogeneous class
- Social Studies -	1 high class 1 average class 1 heterogeneous class High: Psychology Average: World Cultures Heterogeneous: American History
- Other subject areas -	Vocational and foreign language classes are homogeneously grouped in the sample. Other subject areas have heterogeneous groupings.

Of the total sample of 40 classes, 50 percent are homogeneous groups. This is a fascinating finding in view of the school policy against tracking.

DENNISON SECONDARY SCHOOL

OVERVIEW OF PROGRAM - Because Dennison encompasses grades 7 through 12, its program cannot be strictly measured against the other twelve senior high schools. This difference should be kept in mind when considering the following comparisons. Dennison was among the schools with the smallest percentages of FTEs allocated to academic subjects. Only Euclid and Fairfield were below Dennison's 48 percent. This percentage is exceptionally low, considering the inclusion of the junior high program at the school. For example, at the junior high level, the lowest percentage of academic FTEs was 58 percent. Not surprisingly, a similar circumstance exists in Dennison's emphasis on vocational subjects relative to other schools. Dennison ranks third in vocational FTEs among the senior high schools with 35 percent. And, this is 13 percent higher than that percentage at any of the junior highs or middle schools.

EXTENT - Although the principal at Dennison reported that the school has both a college preparatory and a vocational program, no percentage of tracked or homogeneously grouped classes was given by the school.

PERVASIVENESS - Classes in five subject areas are grouped by achievement or ability at Dennison: English, mathematics, science, foreign language, and vocational education.

FLEXIBILITY - No indication of whether a student is tracked subject by subject or across subjects was given in the report from Dennison.

MOBILITY - Approximately 90 percent of the students remain at the same level from year to year.

LOCUS OF CONTROL - Counselors are primarily responsible for placement decisions at Dennison, although the report indicated that students give their approval to this placement.

RATIONALE - The following reason was given for using tracking at Dennison: to meet students' individual needs by narrowing the range of those needs in the classroom.

SAMPLED CLASSES - The classes that were sampled at Dennison were grouped in the following way:

- English -
  - 1 average class
  - 1 low class
- Math -
  - 1 high class
  - 1 heterogeneous class
- Social Studies -
  - 1 high class
  - 1 average class
- Science -
  - 1 heterogeneous class
- Other subject areas - While the school report indicated that only vocational education classes were grouped, homogeneous groups were found among sampled art and music classes and physical education classes as well.

Of the 19 classes in the Dennison sample 74 percent were reported to be homogeneous groups.

JUNIOR HIGH/MIDDLE SCHOOLS: A BRIEF OVERVIEW

The junior high and middle schools in the sample are quite similar in their curricular emphases as viewed by the percentage of FTE teaching positions devoted to academic and vocational subjects. FTEs devoted to academic subject areas at the junior highs range from a low of 58 percent at Newport to a high of 76 percent at Laurel, a difference of 18 percentage points. This is a considerably smaller range than the 29 percentage point spread among the high schools. Similarly the range in vocational emphasis among the junior high and middle schools in the sample is considerably smaller than that at the high schools. Vocational FTEs at the junior highs range from 4 percent at Laurel to 22 percent at Manchester, a spread of 18 percentage points, considerably smaller than the range at the high school level (See Tables 7 and 8).

Although the junior high and middle school programs seem more similar than those at the high schools, the tracking within these programs is extremely varied at both levels. At the junior highs/middle schools, estimates of tracking at the schools range from 0 to 80 percent (See Table 3). Tracking among the sampled classrooms ranges from 42 percent to 89 percent at the high school level and from 11 percent to 80 percent at the junior high/middle school level (See Tables 4 and 5).

Differences between school tracking on other dimensions emerge as well at the junior high/middle school level. Tracking, it seems, can be very different even at schools whose programs appear to be quite similar.

The number of subject areas in which students are tracked varied from none at Euclid to seven at Bradford. As with the high schools, however, that the data indicate that tracking took place in a particular subject at a school does not necessarily imply that all classes in that subject at that school were tracked. At some of the junior highs only some classes in a tracked subject were homogeneous (Atwater, for example). At others (Newport, Vista, Manchester, for example) all classes in a tracked subject were homogeneous groups. The following chart indicates the number of tracked subjects at each of the twelve junior high/middle schools.

Number of Subjects Tracked	Schools
0	Euclid
1	Crestview
2	
3	Atwater, Vista, Woodlake, Rosemont, Palisades
4	Laurel
5	
6	Fairfield, Newport, Manchester
7	Bradford

The following chart indicates the number of junior high/middle schools tracking in each subject area. These numbers include both those subjects tracked by policy and those subjects in which homogeneous groups occurred without stated policy.

English -- 10 schools
Math -- 11 schools
Science -- 6 schools
Social Studies -- 6 schools
Foreign Language -- 5 schools
Arts -- 3 schools
Vocational Education -- 4 schools
Physical Education -- 0 schools

Taken together, these two charts indicate the pervasiveness of tracking with regard to subject areas at the junior high/middle schools in the sample. As with subject areas at the high school level, some subjects were rarely tracked--physical education, the arts, and vocational education--and others were almost always tracked--English and mathematics.

Flexibility of tracking systems varied among the junior high schools as well. Half of the schools placed students into tracked classes subject-by-subject. These tended to be the same schools which tracked in the fewest subject areas (See chart above). At three schools, tracking placements were made across subjects, with the most extreme form existing at Bradford where students were grouped together for all their academic subjects. At two schools--Vista and Palisades--both types of tracking took place. In the chart below the schools are categorized as to their degree of flexibility.

Less Flexible-- Tracking Across Subjects		More Flexible-- Tracking Subject by Subject	No Formal System
Newport	Vista	Crestview	Euclid
Manchester	Palisades	Fairfield	
Bradford		Rosemont	
		Woodlake	
		Atwater	
		Laurel	

Schools differed too in the mobility which was estimated to exist for students among track levels at the twelve junior high/middle schools. At Vista only 3 percent of the students were estimated to change track levels from year to year. At Atwater, the estimate was 4 percent. It should be noted that these two schools were among those with the fewest tracked subjects. The following chart includes the estimated amount of track mobility at the schools.

Movement of Students Among Track Levels

Less than 10%	10-20%	21-30%
Vista	Crestview	Palisades
Atwater	Rosemont	
	Newport	
	Woodlake	
	Laurel	
	Manchester	
	Bradford	

Missing data: Fairfield
Not applicable: Euclid

The locus of control of track decisions at most of the schools resided with the counselors and teachers together. At the other schools one of these two groups had the sole responsibility for placement decisions. At none of the junior high/middle schools were parents and/or students reported to have a role in these decisions.

Locus of Control--Placement Decision

Counselors	Teachers	Counselors/ Teachers	Counselors/ Teachers/Parents	Counselors/ Teachers/ Parents/ Students
Newport	Vista	Crestview		
Atwater	Woodlake	Fairfield		
		Rosemont		
		Palisades		
		Laurel		
		Manchester		
		Bradford		

As at the high school level, these dimensions can be considered together to look at the overall amount of stratification and rigidity in a tracking system at a school and to make informal comparisons among schools. The most highly stratified and rigid tracking systems appear to have been those at Bradford, Newport, and Manchester. At Bradford approximately 80 percent of the courses were tracked, including all academic classes and some others. Students were kept together in track levels for all their academic classes. And, neither students, nor their parents, were reported to participate in student placement decisions. While Newport and Manchester did not report that tracked students were kept together as a group, in other respects their tracking systems were very similar to that at Bradford.

At the other extreme is Euclid with neither a stated tracking policy nor evidence of homogeneous groups in academic classes in either the course offerings or the sampled classes. Of the eleven schools with a tracking policy, Crestview appears to have had less stratification and rigidity in tracking students than did the other schools. Only about 17 percent of the classes were tracked and those included only one subject area, math. It was estimated that about 20 percent of the students change levels each year. Less stratified systems were also in evidence at Rosemont and Laurel.

Interestingly, as at the senior high level, the type of tracking system in terms of degrees of stratification and rigidity among junior high schools does not seem to be associated with school size, location, or socioeconomic status or ethnicity of the student population.

Of the eight schools offering rationales for using homogeneous grouping, all stated the belief that individual differences are better accomodated in tracked settings. Two of the schools specifically mentioned easing the teaching task as well. As at the senior high level, the stated reasons for tracking were nearly identical to those at the junior highs.

VISTA JUNIOR HIGH SCHOOL

OVERVIEW OF THE PROGRAM - The course offerings at Vista reflect a moderate emphasis on both academic and vocational subject areas within the sample of junior high and middle schools. Academic subjects comprise 71 percent of the FTE teaching positions at Vista, placing it fifth (along with Palisades) among the sample in academic emphasis. Thirteen percent of the school program is devoted to vocational subject area teaching, a moderate emphasis for the junior high/middle schools in the sample. Vista ranks third (along with Newport Junior High) in percentage of FTEs devoted to vocational subjects.

EXTENT - At Vista Junior High School approximately forty-six percent of the classes are grouped by student ability or achievement level. Although the school reports that none of the courses fall into designated curriculum tracks, some academic classes are part of an Occupational Adjustment program in which students work for a part of the day and take limited coursework.

PERVASIVENESS - The grouping system includes two subject areas (English and math) at both the 7th and 8th grade levels and one subject area (science) at the eighth grade level only. The following excerpts from a school document outline the levels in the tracking system for seventh graders.

I.	Honors	This is a very select group of accomplished students. A youngster placed in Honors consistently demonstrates superior skill in verbal expression, creativity, initiative, independence, and understanding. Excellence is the hallmark of this student. Honor students are very highly motivated.
II.	Academic	Students recommended for this level occasionally approach the Honors student in capability but are inconsistent in performance. An academic level student has a good grasp of syntax, vocabulary, and mechanics. The student shows initiative, creativity, and an ability to work independently. Motivation is usually high.

III.	General	Capability of students in General classes ranges from the slighly above average, to average, to the student who experiences problems in verbal expression and understanding. The students may be motivated, but often lack the ability to excel, or they may have the ability but lack the motivation to consistently use it.
IV.	Developmental	This student lacks the basic skills we generally associate with seventh grade work. They cannot write complete sentences, their English usage is generally sub-standard, and their reading ability and comprehension are low. The student needs very basic instruction in learning to use the language and in following instructions.

Seventh grade mathematics classes are divided into four levels to provide for individual differences. The materials covered in Levels I and II are similar but the level of abstraction and the rate of speed at which the material is covered will be greater in Level I. The material covered in Level III will resemble Levels I and II but will be varied depending on the ability of the students and their mastery of skills in the mathematical processes. Level IV is designed for students whose math work is below seventh grade level.

I.	Honors	A very select group of students which you would consider the "cream of the crop" in their mathematical ability, possessing systematic and *effective habits of study*, an appreciation for thoroughness and accuracy. Habits of logical thought, a curiosity for exploring, and an enthusiasm for mathematics are characteristic of these students, along with a command of basic addition, subtraction, multiplication, and division facts of whole numbers, decimals, and fractions.
II.	Academic	Students who have many of the characteristics of Level I except in mathematical reasoning ability and attitude. They probably approach the Honors students in capability but are *less consistent* in their performance and are probably *less motivated* to excel in math.
III.	General	Students of average mathematical ability. They should be able to *perform well* as far as the basic facts of *addition*, *subtraction*, and *multiplication* of whole numbers. Some may not be able to perform well in long division problems. Characteristically, pupils of this level not only vary in mathematical abilities but also in their inclination to study it; all are considered capable of showing an interest in mathematics and able to acquire the knowledge and skill necessary to solve the mathematical problems they may encounter in everydaylife.

IV.	Basic Math I	Students placed in Level IV are those working below the seventh grade level in mathematics. These cannot perform well in basic addition, subtraction, multiplication, and division facts of whole numbers let alone fractions, decimals, and other more complex operations.

For eighth grade science, the principal reports that placements are made according to a student's math ability with levels I and II math students in level I science 8 (high) and levels III and IV math students in science 8, level II (low).

FLEXIBILITY - There is some flexibility in the Vista system, since math and English placements are made independently. That eighth grade science placements are dependent upon math level is a clear indication that there are cross-subject placements operating as well.

MOBILITY - Little mobility between levels exists at Vista with 97 percent of the students remaining at the same placement level from year to year. Approximately 2 percent of the students move up in levels while 1 percent are estimated to move down.

LOCUS OF CONTROL - Placement decisions seem to be made by sixth grade teachers who mark the class level a student should be placed in on a computer scan sheet which becomes part of the scheduling information. Because there is so little mobility in the system, it can be assumed that these sixth grade teacher recommendations hold for both junior high years. Vista's principal advises teachers to use the following criteria in making placement decisions:

> "Recommendations should be based on performance, available achievement tests, and most important, your opinion. The behavior of the student should not be a factor in level placement."[3]

RATIONALE - The principal states that grouping is done "to benefit each and every student--providing for individual differences." In addition, the Vista Junior High publication, Program of Studies, makes the following statements about grouping:

> "The Junior High offers various levels of classroom instruction in order to meet the individual needs of the student. This is done to provide learning experiences for all students, with due regard for individual achievement, interests, and personal aspirations. There are four levels of instruction ranging from an honors program for the academically gifted student to the developmental program for the student who lacks basic fundamentals. Placement in these programs is based upon student performance and staff recommendations."

SAMPLED CLASSES - The classes in the sample were grouped in the following ways:

- English -	3 high classes 2 average classes 2 low classes
- Math -	4 high classes 2 average classes 1 low class
- Science -	2 high classes 1 average class 2 heterogeneous (7th grade)
- Other subject areas -	School report indicates that all other classes are heterogeneous groupings.

Of the total sample of 36 classes, 47 percent were homogeneous groups.

CRESTVIEW MIDDLE SCHOOL

OVERVIEW OF THE PROGRAM - Crestview Middle School appears to have a strong emphasis on academics and a weak emphasis on vocational subjects among the junior high/middle schools in the sample. Seventy-three percent of the FTE teaching positions are allocated to academic subject areas, placing Crestview third among the sample in academic emphasis. Vocational subject teaching uses only 7 percent of the FTEs at the school. Crestview ranks ninth (along with three other schools: Rosemont, Woodlake, and Palisades) in vocational emphasis in the program.

EXTENT AND PERVASIVENESS - Approximately 17 percent of the classes at Crestview Middle School are grouped by student achievement or ability. This includes all of the classes in math. Classes in other subject areas are heterogeneously grouped.

FLEXIBILITY - Since only math classes are grouped, a student's math placement does not affect his placement in classes in other subject areas.

MOBILITY - There is little mobility between track levels at Crestview as approximately 80 percent of the students remain at the same level from year to year, 10 percent move upward, and 10 percent move downward.

LOCUS OF CONTROL - Teachers have the primary responsibility for decisions about student placement with counselors having some input as well.

SAMPLED CLASSES - The classes in the Crestview sample were grouped in the following ways:

- English -	6 heterogeneous classes
- Math -	2 high classes 2 average classes 1 low class

- Science - 4 heterogeneous groups
- Social Studies - 4 heterogeneous groups
- Other subject areas - All other classes were heterogeneous groups.

Among the total sample of 27 classes at Crestview, 19 percent were homogeneous groups.

FAIRFIELD JUNIOR HIGH SCHOOL

OVERVIEW OF THE PROGRAM - Fairfield's course offerings reflect a moderate emphasis on both academic and vocational subjects. Sixty-eight percent of the FTE teaching positions are devoted to academic subjects, placing the school seventh among the junior high/middle school sample in academic emphasis. Vocational subject teaching occupies 15 percent of the FTEs at Fairfield. The school ranks second in vocational emphasis among the sample.

EXTENT - Some of the classes in four subject areas are deliberately grouped according to student ability or achievement. The principal estimates that approximately 6 percent of the classes are grouped this way. If however, all classes in the four academic subjects which are grouped are considered part of this grouping *system*, then 66 percent of the courses would be included in Fairfields' homogeneous grouping. In addition, the principal indicates that 94 percent of the classes at the school are part of designated curriculum tracks and includes non-academic and foreign language classes in this category. It is clear that tracking is very extensive at Fairfield but an exact percentage of classes included in the grouping process is difficult to determine.

PERVASIVENESS - Deliberate grouping occurs in the following subject areas: English/language arts, math, science, and social studies. In English/language arts it appears that low achieving or low ability students are placed in reading classes, while average and above students are placed in English classes. In math, Algebra is offered as an honors course for high achievers. All other math students are in heterogeneous or average groups. Although tracking is effected, it is unclear how the divisions actually occur in science and social studies. Homogeneous groupings occur in other subject areas as well.

FLEXIBILITY - Placement in a class in one subject area does not automatically affect a students' placement in other classes at Fairfield.

MOBILITY - No data is available as to the movement of students between tracks at Fairfield.

LOCUS OF CONTROL - Administrators, counselors and teachers all participate in placement decisions about students.

RATIONALE - Two reasons are given for grouping at Fairfield: board policy and meeting the individual needs of students.

SAMPLED CLASSES - The classes in the Fairfield sample were grouped in the following ways:

- English -	2 high classes 1 average class 4 low classes
- Math -	1 high class 3 average classes 1 heterogeneous class
- Science -	1 average class 3 heterogeneous classes
- Social Studies -	4 average classes
- Other subject areas -	Foreign language classes in the sample consist of hign and average achieving students. The home arts and vocational classes consist of low achieving students: Duplicating Skills, Home and Community, Horticulture, General Mechanical Repair, and Building Maintenance. Music, Physical Education, and Arts classes appear to be heterogeneously mixed.

Among the total sample of 30 classes at Fairfield, 70 percent are listed as homogeneous groups.

ROSEMONT MIDDLE SCHOOL

OVERVIEW OF THE PROGRAM - At Rosemont, academic subjects dominate the course offerings while vocational subjects seem to be given little emphasis at the school. Academic teaching positions comprise 75 percent of the FTEs which places the school second among the junior high/middle school sample in academic emphasis. In contrast, only 7 percent of the FTEs are occupied by vocational teaching positions. Thus, Rosemont ranks ninth (along with Crestview, Woodlake, and Palisades) in emphasis on vocational subjects in the curriculum.

EXTENT - Approximately 25 percent of the classes at Rosemont are grouped by ability or achievement.

PERVASIVENESS - Grouping by ability or achievement occurs in two subject areas: English/language arts and math. Three track levels operate in the English department. ESL classes, High Intensity Reading classes, and migrant classes are designated for low achieving students. Language Skills classes are for average students and Language Composition classes are for high achievers. These groupings appear at all three grade levels. In math, High Intensity classes are intended for low achievers. All other math classes are heterogeneous and labeled as Math 6, Math 7, and Math 8. All other subject areas seem to be heterogeneously grouped with the exception of classes labeled EMR and Migrant which are for low ability or achieving students.

FLEXIBILITY - Placement in a class in one subject area does not automatically affect a student's placement in other classes at Rosemont.

MOBILITY - Placements are quite stable with approximately 90 percent of the students remaining at the same level from year to year, 5 percent moving to a higher level, and 5 percent moving to a lower level placement.

LOCUS OF CONTROL - Administrators, counselors, and teachers all participate in student placement decisions.

RATIONALE - No reasons for grouping at Rosemont were given by the school.

SAMPLED CLASSES - The classes in the Rosemont sample were grouped in the following ways:

- English -	2 high classes 4 average classes 1 low class
- Math -	1 low class 6 heterogeneous classes
- Science -	6 heterogeneous classes
- Social Studies -	5 heterogeneous classes
- Other subject areas -	One art class is identified as an average class. All other classes in the sample are identified as heterogeneous groups.

Among the total sample of 36 classes at Rosemont Middle School, 28 percent were identified as homogeneous groups. The sample therefore is probably fairly representative of the school as a whole in regard to tracking.

NEWPORT JUNIOR HIGH SCHOOL

OVERVIEW OF THE PROGRAM - The course offerings indicate that of all 12 junior high/middle schools the lowest percentage of teaching time is allocated to academic subjects at Newport (58 percent). Vocational subjects, on the other hand, occupy 13 percent of the total FTEs, placing Newport third--along with Vista--on this measure of vocational emphasis. Arts and physical education each occupy 13 percent of the FTEs as well, offering, of all the schools, the most balanced emphases on art, physical education, and vocational subjects.

EXTENT - While no curriculum tracking per se exists at Newport, the head counselor estimated about 80 percent of the classes to be homogeneously grouped by the achievement or ability levels of students.

PERVASIVENESS - All courses in English, mathematics, social studies, science and foreign language are tracked with some of the vocational classes grouped as well. Given that only 58 percent of teacher time is devoted to academics, the counselors estimate of 80 percent grouped classes may be high. However, Newport has a considerable number of special classes for non-English and limited-English speaking students some of which were not included in our summary of FTEs. These classes are considered by the school to be tracked and were included in the counselors estimate. In the four major academic areas--English, mathematics, science, and social studies--four levels of classes are offered. Students are placed in either honors, high, average, or low classes in these subject areas.

FLEXIBILITY - It is the usual practice that placement at a level in one class determines where a student will be placed in other subjects. Unless a teacher specifically recommends otherwise a student is placed at the same level for all academics.

MOBILITY - About 80% of the students remain at the same placement level from year to year. The counselor stressed, however, that any child has the right at Newport to try any class level he chooses. Such a change is initiated by a parent request. The counselor indicated, however, that she was not sure parents were aware of this policy as it had not been publicized. In fact, few such requests are made.

LOCUS OF CONTROL - Track placement in all academics at Newport is based on students' reading levels, taken both from teacher estimates and test scores. The counselors appear to have been the primary decision-makers as they coordinated the information about students and effected placements.

RATIONALE - Four reasons for tracking were given by the counselor at Newport:

1. Students feel more comfortable and can do their best work with students on the same level.
2. Individual needs can best be met with homogeneous grouping. Not grouping would make individualizing impossible.
3. Homogeneous grouping eliminates "problems" when there is a hodge-podge of students.
4. Teachers find it easier to conduct a reasonable instructional program.

SAMPLED CLASSES - The classes in the Newport sample were grouped in the following ways:

- English -
  3 average classes
  2 low classes
  1 missing data

- Math -	2 high classes 2 average classes 1 low class 1 missing data
- Science -	1 low class 1 heterogeneous 3 missing data
- Social Studies -	1 high class 1 average class 1 low class 2 missing data
- Foreign Language -	2 high classes
- Other subject areas -	arts, physical education and vocational education classes were all identified as heterogeneous groups

Among the total of 36 classes in the Newport sample, track level data was obtained about 29. Of these, 55 percent were homogeneous groups.

WOODLAKE JUNIOR HIGH SCHOOL

OVERVIEW OF THE PROGRAM - Neither academic nor vocational courses seem to dominate the school program at Woodlake Junior High School. Academics are given moderate emphasis with 64 percent of the FTEs allocated to academic teaching positions. Woodlake ranks eighth among the schools in the sample in academic emphasis. Seven percent of the FTEs are occupied by vocational teaching positions at Woodlake. The school (along with Crestview, Rosemont, and Palisades) ranks ninth among the junior high/middle school sample in percentage of FTEs in vocational subjects.

EXTENT - Twenty-five percent of the classes at Woodlake are homeogeneously grouped by ability or achievement. None are designated as part of a curriculum track.

PERVASIVENESS - Math, English/language arts, and foreign language courses have varying degrees of deliberate tracking. Three levels of math classes exist: accelerated, average, and fundamental. These three levels occur at all three grade levels and involve all of the math classes at the school. Grouping in English/language arts and foreign languages are linked in the following way. Seventh graders who score above the ninth grade level on a standardized reading achievement test are placed in foreign language classes. These classes, then, are homogeneous groups of high achieving students. All other seventh graders are placed in reading classes which are, as a result, a mixture of average and low achieving students. All other classes at the school are heterogeneous groups.

FLEXIBILITY - Placements in each subject area are made independently.

MOBILITY - There is little mobility between the math levels at Woodlake with approximately 90 percent of the students remaining at the same level from year to year. Ten percent of the students move to a lower placement each year.

LOCUS OF CONTROL - Teachers have the primary responsibility for placement of students into levels of classes.

RATIONALE - None given.

SAMPLED CLASSES -

- English -	4 heterogeneous classes
- Math -	1 average class 1 low class
- Science -	3 heterogeneous classes
- Social Studies -	1 heterogeneous class
- Other subject areas -	Foreign language classes are indentified as high classes. All others are labeled heterogeneous.

In the total sample of 30 classes at Woodlake, 27 percent are identified as homogeneous groups.

ATWATER JUNIOR HIGH SCHOOL

OVERVIEW OF THE PROGRAM - At Atwater neither academic nor vocational subjects are given a heavy emphasis compared with the other junior high/middle schools in the sample. Fifty-nine percent of the FTE teaching positions are in academic subjects, placing the school eleventh among the sample in academic emphasis. In emphasis on vocational subjects, Atwater ranks seventh among the sample schools. Vocational subject teaching occupies 8% of the FTEs. Interestingly, in view of Atwater's relatively weak emphasis on academic and vocational subjects, the school has the strongest emphasis in the arts of the twenty-five secondary schools in the Study of Schooling sample (21% of FTEs).

EXTENT - According to the principal's estimate, approximately 32 percent of the classes at Atwater Junior High are homogeneously grouped by achievement or ability. None, however, is designated as part of a curriculum track.

PERVASIVENESS - Deliberately grouped classes occur in the English/language arts and math subject areas. In English/language arts, low students are placed in reading classes; other English courses are heterogeneously grouped. It is not clear whether the reading class supplements the English class or replaces it for students of low ability or achievement. In math, two groupings occur at each grade level. In addition some math classes are heterogeneous groups. Music classes seem to be comprised of homogeneous high ability or achievement groups, but these do not seem to be a part of a deliberate grouping system.

FLEXIBILITY - Placement in a class at one level in a subject area does not automatically affect a students placement in other classes at Atwater.

MOBILITY - Little mobility exists in the grouping system at Atwater with 96 percent of the students remaining at the same placement level from year to year, 2 percent moving to a higher level, and 2 percent moving to a lower level.

LOCUS OF CONTROL - Counselors at Atwater are primarily responsible for decisions about placement.

RATIONALE - The school reports that homogeneous grouping is used at Atwater to make the subject matter in math and reading appropriate to student ability levels.

SAMPLED CLASSES - The classes in the Atwater sample were grouped in the following ways:

- English - 4 heterogeneous classes
- Math - 1 low class
  4 heterogeneous classes
- Science - 3 heterogeneous classes
- Social Studies - 3 heterogeneous classes
- Other Subject Areas - All other sampled classes are heterogeneous groupings with the exception of Stage Band and Ensemble which are identified as high achieving groups.

Of the total sample of 27 classes, only 11% were identified as homogeneous groups. It is likely that in our sample, tracked classes at Atwater are underrepresented.

PALISADES MIDDLE SCHOOL

OVERVIEW OF THE PROGRAM - Academic subjects are given a moderately strong emphasis at Palisades, while vocational subjects occupy a weak position in the course offerings. Academic subject teaching positions occupy 71% of the FTEs at the school, placing it fifth (along with Vista) among the schools in the junior high/middle school sample in academic emphasis. Seven percent of the FTEs are in vocational subjects. Thus, Palisades ranks ninth among the sample (along with Crestview, Rosemont, and Woodlake) in percentage of teaching positions in the vocational area.

EXTENT - Approximately 40 percent of the classes at Palisades are homogeneously grouped by student achievement or ability. None of the classes is designated as a part of a curriculum track.

PERVASIVENESS - Grouped classes occur consistently in English/language arts and math subject areas although some groupings appear within and across other subjects as well.

- English -	Three tracks operate in the English department: Honors, Average, and Title I. Average classes are not so labeled, but identified as such in the school's report.
- Math -	Three tracks operate in Math: Honors, Average, and Low (including Title I and Math Lab). Algebra is also offered for high achieving students.
- Social Studies -	No tracking other than special classes for the gifted which consist of a Reading/Social Studies combination.
- Other Subject Areas -	Special classes exist for EMR, LD, and Behavior Disorders. Classes in other subject areas, however, except for these groups, appear to be heterogeneous.

FLEXIBILITY - The school reports that placement at a level in one subject area does not automatically affect a student's placement in other subject areas. However, for "gifted" students, placement extends across English and social studies.

MOBILITY - Little mobility between track levels occurs at Palisades Middle School with 70 percent of the students remaining at the same level from year to year, 20 percent moving to a higher level, and 10 percent to a lower track level.

LOCUS OF CONTROL - A combination of administrators, counselors, and teachers have the responsibility for making student placement decisions.

RATIONALE - Palisades Middle School reports that they use grouping because they have a number of students at both the upper and lower ends of the "scale of achievement."

SAMPLED CLASSES - The classes in the Palisades sample were grouped in the following ways:

- English -	2 high classes 3 average classes 3 low classes
- Math -	2 high classes 2 low classes 2 heterogeneous classes
- Science -	1 heterogeneous class
- Social Studies -	4 heterogeneous classes
- Other Subject Areas -	All other classes in the sample were heterogeneous.

Of the total sample of 36 classes at Palisades, 39 percent were identified as homogeneous groups. The sample, it appears, is quite representative of the tracking system at the school.

LAUREL MIDDLE SCHOOL

OVERVIEW OF THE PROGRAM - Of the schools in the junior high/middle school sample, Laurel ranks first in academic emphasis and twelfth (last) in stress on vocational subjects. Seventy-six percent of the FTEs are allocated to academic subjects and only 4 percent to vocational courses. As at Laurel High School, this may be partially influenced by the combination of the schools small size and low per pupil expenditure, academic subjects generally requiring less extensive facilities than vocational courses.

EXTENT - According to the principal, approximately 20 percent of the classes at Laurel are homogeneously grouped by student achievement or ability. None however, is designated as a part of a curriculum track. If, however, all classes in the grouped subjects are considered part of a tracking system in which deliberate separation of students on an achievement or ability criterion is effected, then 76 percent of the school program would be included.

PERVASIVENESS - Homogeneously grouped classes occur in all academic subject areas at Laurel, but only a few classes in each subject are grouped. Therefore, both heterogeneous and homogeneous groups occur in all subject areas at the school. Low classes in English/language arts are Title I classes, in Math, ESAA.

FLEXIBILITY - Placement at a level in one subject area does not automatically affect a student's placement in other subjects.

MOBILITY - Little mobility between track levels occurs at Laurel. Only about 10 percent of the students change track levels from year to year.

The school report did not specify which direction this movement was likely.

LOCUS OF CONTROL - At Laurel, administrators, counselors, and teachers share the responsibility for student placement decisions.

RATIONALE - The following statements were given by Laurel as to the reasons for which they use grouping at the school.

1. We consider each student to be a person of dignity and self-worth and for that reason they are homogeneously grouped in a curriculum track with realistic goals for meeting individual student needs at each developmental level.
2. Students have opportunities for achieving success and for becoming leaders as they are engaged in learning tasks that stimulate and motivate successful achievement.
3. Materials for the curriculum tracks are easily accessible and available. Teachers share ideas and plans and work toward helping students to become involved in the teaching-learning process.

SAMPLED CLASSES - The classes in the Laurel sample were grouped in the following ways:

- English -	1 low class 6 heterogeneous classes
- Math -	2 high classes 1 average class 2 low classes
- Science -	2 high classes 1 heterogeneous class

- Social Studies - 2 high classes
2 heterogeneous classes

- Other Subject Areas - The arts, vocational, and physical education classes in the sample were heterogeneous groups.

In the total sample of 24 classes at Laurel, 42 percent were identified as homogeneous groups. At Laurel it is difficult to assess the extent and exact nature of tracking.

MANCHESTER MIDDLE SCHOOL

OVERVIEW OF THE PROGRAM - Manchester has a relatively weak emphasis on academic subjects among the junior high/middle schools sampled. Sixty percent of the FTEs are devoted to academic subjects, placing the school tenth in academic emphasis. Vocational courses, on the other hand, occupy a stronger place in the course of study at Manchester than at any of the other schools in the sample. Twenty-two percent of the FTEs at Manchester are in Vocational subject teaching positions.

EXTENT - Approximately 60 percent of the classes at Manchester are homogeneously grouped by student achievement or ability. None is designated as a part of a curriculum track.

PERVASIVENESS - Deliberately tracked classes are found in all of the academic areas: English/language arts, mathematics, social studies, science, and foreign language. One hundred percent of the classes in each of these subject areas are grouped. Homogeneous groups occur in other subjects as well.

FLEXIBILITY - Placement of a student in a class at one level in one subject area automatically affects his placement in classes in other subject areas, providing for little flexibility in the grouping system.

MOBILITY - There is little mobility in the tracking system at Manchester with approximately 85 percent of the students remaining at the same track level each year, 7½ percent moving to a higher level, and 7½ moving to a lower level.

LOCUS OF CONTROL - According to the principal at Manchester, administrators, counselors, and teachers share the responsibility for student placements. Teachers, however, have the most influence, then counselors relying on test scores and achievement, then parents, and finally administrators serving in an advisory capacity.

RATIONALE - At Manchester, homogeneous ability and achievement grouping is used "to allow teachers a maximum opportunity to meet the individual needs of our students in academic areas."

SAMPLED CLASSES - The classes in the Manchester sample were grouped in the following ways:

- English -	4 high classes 1 average class 1 low class
- Math -	4 high classes 2 average classes 1 low class
- Science -	1 high class 1 low class
- Social Studies -	1 high class 2 average classes 2 low classes
- Other Subject Areas -	Foreign language classes were labeled high groups, vocational classes fell in all three levels (typing - high; metal shop, drafting, clothing design - average; woodshop - low), arts classes were either average or heterogeneous, and health education classes were heterogeneous groups.

Of the total sample of 35 classes at Manchester, 80 percent were identified as homogeneous groups. This is probably representative of both the porportion of classes deliberately tracked at the schools and those which occur as a result of the inflexibility in scheduling and/or student interest in course content, particularly in vocational courses.

BRADFORD JUNIOR HIGH SCHOOL

OVERVIEW OF THE PROGRAM - Both academic and vocational courses seem to be important in the course offerings at Bradford. Academic subjects occupy 72 percent of the FTE teaching positions, placing the school fourth among the sample in academic emphasis. Vocational subjects are relatively less emphasized at Bradford than academics with 12 percent of the FTEs devoted to vocational teaching. The school ranks fifth (along with Euclid) among the junior high/middle schools in vocational emphasis.

EXTENT - At Bradford 80 percent of the classes are homogeneously grouped by achievement or ability. None however, is designated as part of a curriculum track.

PERVASIVENESS - Deliberately grouped classes at Bradford are found in the following subject areas: English/language arts, mathematics, social studies (7th and 8th grades only), science, and foreign language. Homogeneous groupings occur in other subject areas as well.

FLEXIBILITY - Bradford appears to have a highly stratified tracking system which cuts across subject areas. In grades 7 and 8 students are grouped together in sections labeled 7-1, 7-2, 7-3 for academic subjects. While 9th grade students do not appear to be grouped in sections, their classes are designed for a variety of achievement levels. The school reports that placement in a class at one level automatically affects a student's placement in other subject areas.

MOBILITY - There is little mobility between tracks at Bradford with 85 percent of the students remaining at the same level from year to year, 5 percent moving upward in placement, and 10 percent moving to a lower level.

LOCUS OF CONTROL - Both counselors and teachers are responsible for student placement decisions.

RATIONALE - At Bradford grouping is used, according to the school report, because of the number of students at the school that are below grade level. "We receive students reading on a 1st and 2nd grade level."

SAMPLED CLASSES - The classes in the Bradford sample are grouped in the following ways:

- English -	3 high classes 2 average classes 1 low class
- Math -	2 high classes 2 average classes 2 low classes
- Science -	3 high classes 1 average class
- Social Studies -	1 high class 3 average classes 2 heterogeneous classes
- Other Subject Areas -	Although, according to the principal's report, some homogeneous groupings appear in sampled classes (Journalism, Art, Concert Band, Careers, and Swimming) most other subject areas seem to have heterogeneously grouped classes.

Of the total sample of 36 classes at Bradford, 76 percent were identified as homogeneous groups. The sample appears to be quite representative of tracking at the school as a whole.

EUCLID JUNIOR HIGH SCHOOL

OVERVIEW OF THE PROGRAM - Neither academics nor vocational subjects seem to dominate the course offerings at Euclid relative to the other junior high/middle schools in the sample. Sixty-two percent of the FTEs are allocated to academic subject teaching. Euclid ranks ninth among the sample in academic emphasis. Vocational subject teaching comprises 12 percent of the FTEs at Euclid, placing the school fifth (along with Bradford) in vocational emphasis.

EXTENT AND PERVASIVENESS - No classes at Euclid Junior High are deliberately homogeneously grouped. In academic classes the school policy is to use systematic heterogeneous grouping by dividing students at different achievement levels (using standardized test scores) as evenly as possible between classes. In the sampled classes, however, homogeneous achievement or ability groups did occur in non-academic classes.

FLEXIBILITY - Maximum flexibility is possible at Euclid as no deliberate tracking occurs.

MOBILITY - Not applicable to Euclid

LOCUS OF CONTROL - Not applicable to Euclid

SAMPLED CLASSES -

- English - 2 heterogeneous groups
- Math - 2 heterogeneous groups
- Science - 2 heterogeneous groups
- Social Studies - 2 heterogeneous groups

- Other Subject Areas - Arts and vocational classes were listed as average groups with the exception of Junior High Band which was identified as a high group. P.E. classes were heterogeneous.

In the total sample of 16 classes, 38 percent (all non-academic classes) were identified as heterogeneous groups. Because of the school policy of heterogeneous groups, it is difficult to assess how these groupings arose at Euclid.

ELEMENTARY SCHOOLS: A BRIEF OVERVIEW

Because of the self-contained feature of most elementary school classes, tracking at the elementary level must be analyzed differently from that at the secondary level. At first glance, it would appear that tracking is not extensive at the elementary level, with only three of the sampled schools reporting that the total classes are homogeneously grouped. Looking at grouping which occurs within and across classes for only a part of the school day, however, reveals that curriculum differentiation is an important part of all but one of the elementary schools included in this report.

The extent and type of tracking at the elementary level is extremely varied, ranging from 100 percent of the school day for all classes at two schools, Manchester and Woodlake, to neither homogeneous grouping of whole classes nor within heterogeneous classes at Euclid. Most typical is the pattern of heterogeneously grouped classes which spend part of the day in homogeneous groups for instruction in reading and math. The time spent in these homogeneous groups varies from an estimated 16 percent of the day at Fairfield to an estimated 40 to 50 percent at Palisades (See Table 4).

The structure of these elementary tracking practices varies as well, some existing entirely within the classroom, as at Woodlake, and others involving the mixing of students and teachers across classrooms and grade levels, as at Newport. The use of special teachers is also a feature at some schools.

Looking at the extent of tracking--in terms of the time spent in homogeneous settings--the number of subject areas included, and the structure of school groupings together at the schools, it is possible, as at the other levels, to gain an impression about the degree of stratification at each school. It is also possible to compare schools informally on this dimension.

For example, Woodlake appears to be more highly stratified than any of the other elementary schools. At Woodlake, not only is each self-contained classroom a homogeneous group, but it is estimated that for 40 percent of the school day students within these classes are separated into homogeneous groups for instruction in reading and mathematics. This is a two-layer type of stratification which may be common in elementary schools where whole classes are homogeneously grouped. Divisions within these classes according to aptitude or ability for instruction in reading on math may be an integral part of these systems. Manchester, in fact, seems to have had a similar system. And, while it does not extend to all the classes at the school, much the same type of program appears to have been in effect at Palisades. At Palisades, only a third of the classes are listed as homogeneous groups--high achieving classes combining two grade levels each in two of the classes. Thus in grades 1-5 in this K-5 school, high achieving students are placed in homogeneous classes. This raises the question of whether or not the remaining classes are grouped by default. However, the school identified the remaining seven classes as heterogeneous groups. Within this system at Palisades, 40 to 50 percent of the day is spent in homogeneous groupings, usually within the self-contained classroom, for instruction in English and math. This, again, is quite stratified in comparison to the other schools in the sample.

Of the schools with heterogeneous classrooms, the amount of homogeneous grouping appears to have been greatest at Crestview--50 percent of the day including both English and math--and at Vista--30-40 percent of the day, also in both subject areas. At both of these schools inter-class groupings often took place to achieve homogeneity. Euclid, at the other extreme, gave no evidence of any type of homogeneous grouping and, in fact, stated that heterogeneity resulted from school policy. The least amount of grouping, at the schools that grouped--appears to have taken place at Fairfield where, for approximately 16 percent of the day, students were pulled from several classes for reading instruction. Dennison and Newport also grouped for only one subject--reading--however, these groupings are estimated to have included 25 percent of the school day.

It is clear, that while the extensiveness and structures differed somewhat at the elementary schools, tracking was similar in some important respects. At every school but Euclid, students were tracked for reading instruction and at all but three of the schools for math. Thus, tracking for instruction in the most basic subjects was found throughout the schools. Additionally, at only three schools was less than a quarter of a students' school day spent in homogeneous groupings.

It should be noted that, similar to the other levels of schooling, no easily identifiable patterns among types of tracking systems and school demographics emerged from this analysis.

Once again, as at the junior and senior high levels, similarities were found in the rationales elementary schools gave for homogeneously grouping students for instruction. Of the 12 schools that track, 9 gave reasons for doing so. At six schools, meeting individual needs was mentioned and, at four, easing the teaching task was given as a rational. Other stated reasons were to provide for team teaching and to make possible diagnostic-prescriptive teaching.

The following school by school discriptions should illuminate the similarities and differences in tracking systems at our thirteen elementary schools.

VISTA ELEMENTARY SCHOOL

EXTENT - None of the classes at Vista are homogeneously grouped by student achievement or ability. Homogeneous groupings do occur, however, during approximately 30 to 40 percent of the school day.

PERVASIVENESS - In grades 1-6 students are placed in homogeneous groups for instruction in English, reading, and language arts. In grades 3-6 ability or achievement groups are used for mathematics instruction as well.

STRUCTURE - When homogeneous groupings are formed, they often include students from more than one classroom at the same grade level. During this grouped instruction, students often work with a teacher other than their regular classroom teacher.

RATIONALE - Vista reports that they use homogeneous grouping for the following reasons:

1. To be more individualized in reading and math.
2. To allow for the greatest range of differences in interests, capacities, motivation, growth patterns, and social backgrounds.

CRESTVIEW ELEMENTARY SCHOOL

EXTENT - None of the classes at Crestview are homogeneously grouped by student achievement or ability. For approximately 50 percent of the school day, however, students are in homogeneous groups for instruction.

PERVASIVENESS - Ability or achievement groups are used for instruction in English, reading, language arts and mathematics.

STRUCTURE - When groupings of students are effected, they often include students from more than one classroom and/or grade level. Students often receive instruction from teachers other than their regular classroom teachers when they are grouped.

RATIONALE - According to two of the teachers at Crestview, grouping for mathematics and language arts instruction is used for the following reasons:

1. To better meet the individual needs of the children. Since homerooms were set up with a wide range of abilities, grouping (teaming) for reading, spelling, and math helped us to achieve the goal of reaching individualized needs.
2. To be able to concentrate on a specific area of math--we used IMS Math and each teacher became more proficient in the specialized areas.

FAIRFIELD ELEMENTARY SCHOOL

EXTENT - None of the classes at Fairfield are homogeneously grouped by achievement or ability. During 16 2/3 percent of the school day, however, students are homogeneously grouped for instruction.

PERVASIVENESS - Grouping is effected for instruction in reading at Fairfield.

STRUCTURE - When students are grouped for reading, they always receive instruction from a teacher other than their regular classroom teacher. This seems to be primarily a Title I reading program. It is unclear, however, whether students from more than one classroom and/or grade level are brought together to form ability or achievement groups.

RATIONALE - No rationale was given for Fairfield's use of grouped instruction.

ROSEMONT ELEMENTARY SCHOOL

EXTENT - None of the classes at Rosemont are homogeneously grouped by student achievement or ability levels. During approximately 20 percent of the day, however, students are grouped for instruction in specific subjects.

PERVASIVENESS - Grouped instruction is used at Rosemont in reading and math.

STRUCTURE - When ability and/or achievement groups are formed at Rosemont, they often include students from more than one classroom and sometimes students from more than one grade level. Instruction is often given by a teacher other than the students regular classroom teacher.

RATIONALE - According to the school report, homogeneous grouping is used for the following reasons:

1. Expose student to the most comfortable and optimum level. Keep groups to the optimum number of students. Provide for team teaching where applicable. Basal reading and basic math structured in level.

NEWPORT ELEMENTARY SCHOOL

EXTENT - None of the classes at Newport are grouped by student achievement or ability levels. For 25 percent of the day, however, homogeneous groups are effected for instruction.

PERVASIVENESS - Ability/achievement groups are used at Newport for instruction in reading.

STRUCTURE - In grouping for reading, students are *often* drawn from more than one classroom and from more than one grade level. Instruction in homogeneous groups is *often* given by a teacher other than the students' regular classroom teacher.

RATIONALE - The school report indicates that grouping for reading instruction is used to allow the teacher to concentrate on one level, instead of working on many levels.

WOODLAKE ELEMENTARY SCHOOL

EXTENT - Although the school reports that none of the classes at Woodlake are homogeneously grouped by student achievement or ability, the sampled classes are identified as homogeneous groups. Of the 12 classes in the sample, 3 are identified as high groups, 7 as average groups, and 2 as low groups. The sample indicates that tracking extends to 100 percent of the school. In addition to the total class grouping 40 percent of the day, on the average, is spent by students in homogeneous groups for instruction in specific subject, however.

PERVASIVENESS - Students in all classes at Woodlake are grouped for instruction in reading and math.

STRUCTURE - Homogeneous grouping occurs within classrooms at Woodlake. Groups *never* involve students from more than one classroom or grade level. Sometimes, however, instruction is given by a special reading teacher.

RATIONALE - The following reasons were given for homogeneously grouping at Woodlake:

> To help children having special needs in reading and math. We also have a special reading teacher for more severely reading handicapped children.

ATWATER ELEMENTARY SCHOOL

EXTENT - None of the classes at Atwater are homogeneously grouped for the entire school day. However, students are grouped homogeneously for approximately 25 percent of the school day.

PERVASIVENESS - English and math are those subjects for which students are grouped at Atwater although, in math, the teacher has some discretion in whether or not grouping will be used.

STRUCTURE - When homogeneous groups are used students sometimes are grouped across classes and sometimes receive instruction from a teacher other than their regular classroom teacher. At the primary level, homogeneous groupings often include students from more than one grade.

RATIONALE - None given.

PALISADES ELEMENTARY SCHOOL

EXTENT - Although the school reports that no classes are grouped according to student achievement or ability levels, 3 of the 10 sampled classes were identified as high achievement or ability groups. Thus 33 1/3 percent of the total sample seem to be tracked throughout the school day. In addition 40 to 50 percent of the school day is spent giving instruction in subject areas to homogeneous groups in all classes.

PERVASIVENESS - Homogeneous groups are formed for instruction in English/reading/language arts and math. In addition, all students are "pulled" from their classrooms for special instruction in Spanish and music. Because of the incidence of tracked classes, these pullout programs would also involve some homogeneous ability or achievement groups.

STRUCTURE - When homogeneous groups are formed for instruction in English/reading/language arts and math, they sometimes include students from more than one classroom, but almost never from more than one grade. (One Kindergarten student however, meets with a first grade class for some instruction). Students sometimes meet with teachers other than their regular classroom teacher for instruction when they are in homogeneous groups.

RATIONALE - Palisades reports that they use homogeneous grouping "to meet individual needs."

LAUREL ELEMENTARY SCHOOL

EXTENT - Except for a rather large percentage of special education classes (25 percent) at the school, all of the classes at Laurel are heterogeneous groups. The students, however, are homogeneously grouped on the basis of achievement or ability for part of the day (no percentage reported).

PERVASIVENESS - Ability and achievement groupings are used at Laurel for instruction in reading and mathematics.

STRUCTURE - When student ability and/or achievement groups are used at Laurel they often include students from more than one classroom, sometimes include students from more than one grade level, and often involve students receiving instruction from a teacher other than their regular classroom teacher.

RATIONALE - Laurel Elementary reports that they use achievement and ability grouping for the following reasons:

> This school promotes the idea of educating the individual student. Individualized math and unlimited reading programs are effectively used. The enrichment program gives the better students special challenges. The Title I programs offer special instruction where needed most in reading and math. Speech therapy is available for all with special needs. L.D. and B.D. programs help students to adjust. In the above programs special ability and achievement groupings are used.

MANCHESTER ELEMENTARY SCHOOL

EXTENT - All of the classes at Manchester are grouped by student ability or achievement into two levels: "most able with able" and "able with less able." These groups of students receive instruction together for all of the school day.

PERVASIVENESS - Although classes are grouped for the entire day, homogeneity seems to be stressed in instruction in English/reading/language arts, mathematics, social studies, and science. Grouping does not seem to be important in the arts or physical education subject areas.

STRUCTURE - When achievement/ability grouping is used at Manchester for instruction in specific subject areas, the school reports that these groupings always involve students from more than one classroom, students from more than one grade level, and instruction being provided by a teacher other than the students regular homeroom teacher. The structure, as reported by the school, is one of an "open-classroom" with learning stations, independent study opportunities and scheduled home study.

RATIONALE - Ability and achievement grouping is used at Manchester, according to the school report, for the following reasons:

> narrow the range to more effectively order and use instructional textbooks and supplies
>
> permit more effective teacher planning for instruction
>
> coordinate the total instructional program with specialists in grades three through six where we use a modified platooning plan in Library Science, Visual & Graphic Arts; Science: Performing Arts; Vocal Music; Instrumental Music of Wind and String and Physical Education

permit greater involvement in staffing of children through staff development training and parent counseling

more effectively implement adult-peer and precision teaching using diagnostic and prescriptive teaching materials and methods

BRADFORD ELEMENTARY SCHOOL

EXTENT - At Bradford none of the classes are grouped according to student achievement or ability levels. For 18 percent of the school day, according to the school estimate, students are homogeneously grouped for instruction in certain subjects.

PERVASIVENESS - Students at Bradford are homogeneously grouped for instruction in reading and math.

STRUCTURE - When homogeneous groupings are used for instruction they often include students from more than one classroom, students from more than one grade level, and instruction being given by a teacher other than the students' regular classroom teacher.

RATIONALE - Bradford reports that they use homogeneous ability/achievement grouping for the following reasons:

1. To better meet the needs of individual students
2. Teacher request

EUCLID ELEMENTARY SCHOOL

Euclid Elementary has no homogeneous grouping by student ability or achievement either for total classes or for instruction in specific subject areas. This lack of grouping is a reflection of school policy rather than mere happenstance.

DENNISON ELEMENTARY SCHOOL

EXTENT - Although none of the classes at Dennison are grouped by student achievement or ability levels for the entire school day, students spend approximately 25 percent of their time at school in these groupings.

PERVASIVENESS - Students at Dennison are grouped only for instruction in English, reading, and language arts.

STRUCTURE - Homogeneous English, reading, and language arts groups at Dennison often involve the mixing of students from more than one class and grade. Students often receive instruction from a teacher other than their regular classroom teacher.

RATIONALE - No rationale for homogeneous grouping was given by the counselor at Dennison.

APPENDIX A

Estimate of Class Level

SCHOOL______________________

SPRING SEMESTER 1977

Teacher	Course Title	Period	Estimate of Student Composition: Predominantly High Achievement	Predominantly Average Achievement	Predominantly Low Achievement	All Ach. Levels Present
	U.S. History AE	2				
	Law & Youth	4				
	Geography	2				
	Physics AB	3				
	Mod. Topics	2				
	Modern Science AB	3				
	Chemistry AB	1				
	Biology AB AE	2				
	Oceanology	5				
	Biology AB	5				
	Design Craft	1				
	Ceramics	5				
	Orchestra	6				
	Choir	2				
	Painting & Drawing	6				
	Life Drawing	4				
	Spanish 3A	5				
	Electronics	5				
	Child Dev & Family	1				
	Accounting	5				
	Beg. Cloth./Knit.	3				
	Basic Typing A	6				
	Wood B	2				
	Auto Mech. 1	1				

SCHOOL____________________

Name of person filling out form: ____________________________

Title or position: ____________________ Date: ______________

SPRING SEMESTER 1977

Teacher	Course Title	Period	Estimate of Student Composition: Predominantly High Achievement	Predominantly Average Achievement	Predominantly Low Achievement	All Ach. Levels Present
	Reading Improve	5				
	Amer Lit/Comp	3				
	Journalism AB1	1				
	Language Skills AB	4				
	Language Skills AB	6				
	Drama B	2				
	Contemp. Comp.	1				
	Math Analysis	4				
	Algebra 1A	2				
	Math Lab	6				
	Geometry	3				
	Algebra 1B	1				
	Algebra 2B	4				
	Pre-Algebra	6				
	U.S. History AB	4				
	U.S. Government	6				
	Ancient Civ.	1				
	Calif. History	4				
	Modern Europe	3				

SCHOOL________________________

SPRING SEMESTER 1977

Estimate of Student Composition:

Teacher	Course Title	Period	Predominantly High Achievement	Predominantly Average Achievement	Predominantly Low Achievement	All Ach. Levels Present
	Team Sports	3				
	Volleyball	6				
	Dance Fund.	5				

APPENDIX B

Grouping at the School

SECONDARY

GROUPING AT THE SCHOOL

School Name ______________________________

1. Approximately what percentage of the classes at this school are:

   a. designated as part of a curriculum track (college-prep., vocation, business,general, etc.)? ____________%

   b. homogeneously grouped by achievement or ability, but not designated as part of a curriculum track? ____________%

2. Check the subject areas in which these grouped classes (either a or b above) are found:

   English, Reading, Language Arts ____________

   Mathematics ____________

   Social Studies (Social Sciences) ____________

   Science ____________

   The Arts (visual arts, crafts, music, drama, filmmaking photography) ____________

   Foreign Language ____________

   Physical Education ____________

   Vocational/Career Education ____________

3. When a student has been placed in an achievement or ability group or curriculum track is the usual practice such that this automatically affects his/her placement in classes in more than one subject area?

   Yes ____________

   No ____________

4. Approximately what percentage of students in homogeneous groups or curriculum tracks:

   a. go up in placement level from year to year? ________%

   b. remain at the same level from year to year? ________%

   c. go down in placement level from year to year? ________%

5. Who is primarily responsible for making decisions regarding the placement of students into achievement/ability groups or tracks?

   Administrators ________

   Counselors ________

   Teachers ________

6. Grouping for instruction by ability or achievement and/or curriculum tracks is used at this school for the following reasons:

APPENDIX C

Tables

Table 1

Percentage of FTEs in Subject Areas:* High Schools

	Total Tchrs.	Subject Tchrs.	English	Math	Science	Soc. Stud.	For. Lang.	Arts	Voc.	P.E.	% Academic
Vista	84	81	(16)20%	(10)12%	(10)12%	(9)11%	(3)4%	(9)11%	(18)22%	(5)6%	59%
Crestview	44	44.59	(9)20%	(6)13%	(4)9%	(6)13%	(1^{1}/6)3%	(4^{1}/3)10%	(10^{3}/5)24%	(3)7%	58%
Fairfield	57	53.20	(9^{1}/5)17%	(5)9%	(5)9%	(4^{4}/5)9%	(1)2%	(1^{3}/5)3%	(22^{3}/5)42%	(4)8%	46%
Rosemont	121	118.60	(26^{1}/5)22%	(16)13%	(17^{3}/5)15%	(15^{3}/5)13%	(5)4%	(6)5%	(25)21%	(7^{1}/5)6%	67%
Newport	85	70.25	(13^{3}/4)19%	(8)11%	(7)10%	(7^{3}/4)11%	(6^{3}/4)10%	(7^{3}/4)11%	(9^{1}/4)13%	(10)14%	61%
Woodlake	57	54.80	(11^{4}/5)22%	(5)9%	(5)9%	(7)13%	(2)4%	(4)8%	(15)27%	(5)9%	57%
Atwater	25	23.60	(5)21%	(2^{1}/5)9%	(2)8%	(4)17%	(1)4%	(2)8%	(5)21%	(2^{2}/5)10%	59%
Palisades	68	63.80	(10)16%	(9^{2}/5)15%	(8)13%	(10)16%	(5)8%	(7^{2}/5)12%	(8)13%	(6)9%	68%
Laurel	18	20	(3)15%	(4)20%	(3)15%	(3)15%	(0)0%	(2)10%	(3)15%	(2)10%	65%
Manchester	114	111	(25)23%	(15)14%	(14)13%	(17)15%	(6)5%	(4)4%	(21)19%	(9)8%	70%
Bradford	63	49	(8)16%	(8)16%	(6)12%	(6)12%	(3)6%	(6)12%	(7)14%	(6)12%	62%
Euclid	24	14.50	(2)14%	(1^{1}/3)9%	(1^{1}/3)9%	(1)7%	(1/3)2%	(1^{1}/2)10%	(6)41%	(1)7%	41%
Dannison	11	8.50	(1)12%	(1)12%	(1)12%	(1)12%	(0)0%	(1/2)6%	(3)35%	(1)12%	48%

*Percentages based on total FTEs in subject areas only – other teaching, e.g., special ed., was excluded.

Table 2

Percentage of FTEs in Subject Areas:*
Junior High/Middle Schools

	Total Tchrs.	Subject Tchrs.	English	Math	Science	Soc. Stud.	For. Lang.	Arts	Voc.	P.E.	% Academic
Vista	49	47.33	(10)21%	(8)17%	(8^{1}/3)18%	(7)15%	(0)0%	(5)11%	(6)13%	(3)6%	71%
Crestview	32	30.33	(9^{1}/3)31%	(5)16%	(4)13%	(4)13%	(0)0%	(4)13%	(2)7%	(2)7%	73%
Fairfield	42	39.20	(9^{4}/5)25%	(6)15%	(5)13%	(5)13%	(3/5)29%	(1^{4}/5)5%	(6)15%	(5)13%	68%
Rosemont	44	41.80	(10)24%	(8)19%	(6^{4}/5)16%	(6)14%	(1)2%	(3)7%	(3)7%	(4)10%	75%
Newport	75	59.60	(11)18%	(10^{2}/5)17%	(5)8%	(8^{3}/5)14%	(4/5)1%	(8)13%	(8)13%	(7^{4}/5)13%	58%
Woodlake	30	30.66	(8)26%	(4)13%	(3)10%	(4)13%	(2/3)2%	(4)13%	(2)7%	(5)16%	64%
Atwater	24	24	(4)17%	(4)17%	(2)8%	(4)17%	(0)0%	(5)21%	(2)8%	(3)13%	59%
Palisades	49	44.60	(12)27%	(10)22%	(3)7%	(6)13%	(4/5)2%	(3^{4}/5)9%	(3)7%	(6)13%	71%
Laurel	24	15	(4)27%	(3)20%	(3)20%	(1^{2}/5)9%	(0)0%	(2)13%	(3/5)4%	(1)7%	76%
Manchester	62	54.20	(9^{3}/5)18%	(9^{3}/5)18%	(4)7%	(7)13%	(2)4%	(4)7%	(12)22%	(6)11%	60%
Bradford	35	32.40	(7)22%	(5^{3}/5)17%	(5)15%	(5^{4}/5)18%	(0)0%	(3)9%	(4)12%	(2)6%	72%
Euclid	13	6.67	(1)15%	(1)15%	(1)15%	(5/6)12%	(1/3)5%	(5/6)12%	(5/6)12%	(2/3)10%	62%

*Percentage based on total FTEs in subject areas only - other teaching, e.g., special ed., was excluded.

Table 3

Estimate of the Extent of Tracking in the Secondary Schools[1]

High Schools		Junior High/Middle Schools	
School	% of Courses Tracked	School	% of Courses Tracked
Vista	44%	Vista	46%
Crestview	50	Crestview	17
Fairfield	100	Fairfield	75
Rosemont	100	Rosemont	25
Newport	65	Newport	80
Woodlake	25	Woodlake	25
Atwater	90	Atwater	32
Palisades	70	Palisades	40
Laurel	33 1/3	Laurel	76
Manchester	80	Manchester	60
Bradford	65	Bradford	80
Euclid	50	Euclid	0
Dennison	*		

*Missing data

[1] Synthesis of data from Grouping at the School questionnaire, class schedules, courses of study, and other school documents

Table 4

Estimate of the Extent of Tracking in the Elementary School

	# of Homogeneous Classes	% of Homogeneous Classes	% of Day Homogeneously Grouped Within and Across Classes
Vista	0	0%	30-40%
Crestview	0	0	50
Fairfield	0	0	16^2/3
Rosemont	0	0	20
Newport	0	0	25
Woodlake	12	100	40
Atwater	0	0	25%
Palisades	3	33^1/3	40-50
Laurel	0	0	*
Manchester	9	100	0
Bradford	0	0	18
Euclid	0	0	0
Dennison	0	0	25%

*Missing data

Table 5

Percentage of Tracked Classes in the Sample: High Schools

	# of Classes	% Track	# High	% High	# Average	% Average	# Low	% Low	# Hetero	% Hetero
Vista	48	69%	3	6%	24	50%	6	13%	15	31%
Crestview	48/42*	76%	8	19%	15	36%	9	21%	10	24%
Fairfield	46	48%	7	15%	11	24%	4	9%	25	54%
Rosemont	48	42%	5	10%	11	23%	4	8%	28	58%
Newport	46	54%	8	17%	12	26%	5	11%	21	46%
Woodlake	36	33%	8	22%	2	6%	2	6%	24	67%
Atwater	27	89%	7	26%	12	44%	5	19%	3	11%
Palisades	48	42%	9	19%	6	13%	5	10%	28	58%
Laurel	24	58%	3	13%	7	29%	4	17%	10	42%
Manchester	48	50%	7	15%	12	25%	5	10%	24	50%
Bradford	48	69%	17	35%	11	23%	5	10%	15	31%
Euclid	40	50%	12	30%	8	20%	0	0%	20	50%
Dennison	19	74%	6	32%	5	26%	3	16%	5	26%

*Missing data on some classes

Table 6

Percentage of Tracked Classes in the Sample: Junior High/Middle Schools

	# of Classes	% Track	# High	% High	# Average	% Average	# Low	% Low	# Hetero	% Hetero
Vista	36	47%	9	25%	5	14%	3	8%	19	53%
Crestview	27	19%	2	7%	2	7%	1	4%	22	81%
Fairfield	30	70%	2	7%	11	37%	8	27%	9	30%
Rosemont	36	28%	2	6%	2	6%	6	17%	26	72%
Newport	36/29*	55%	5	17%	6	21%	5	17%	13	45%
Woodlake	30	27%	2	7%	4	13%	2	7%	22	73%
Atwater	27	11%	2	7%	0	0%	1	3%	24	89%
Palisades	36	39%	4	11%	3	8%	7	19%	22	61%
Laurel	24	42%	6	25%	1	2%	3	13%	14	58%
Manchester	35	80%	13	37%	9	26%	6	17%	7	20%
Bradford	36	72%	11	31%	8	22%	7	19%	10	28%
Euclid	16	38%	1	6%	5	31%	0	0%	10	62%

*Missing data on some classes

Table 7

Rank Order of Schools on Academic Emphasis: Percentage of FTEs in Academic Subjects

High School		Junior High/Middle School	
School	% of FTEs	School	% of FTEs
Manchester	70%	Laurel	76%
Palisades	68	Rosemont	75
Rosemont	67	Crestview	73
Laurel	65	Bradford	72
Bradford	62	Vista	71
Newport	61	Palisades	71
Atwater	59	Fairfield	68
Vista	59	Woodlake	64
Crestview	58	Euclid	62
Woodlake	57	Manchester	60
Dennison	48	Atwater	59
Fairfield	46	Newport	58
Euclid	41		

High School	Junior High/Middle School
Range = 29 points	Range = 18 points
Mean = 58.53	Mean = 67.41
S.d. = 8.80	S.d. = 6.50

Table 8

Rank Order of Schools in Vocational Emphasis: Percentage of FTEs in Vocational Subjects

High School

School	% of FTEs
Fairfield	42%
Euclid	41
Dennison	35
Woodlake	27
Crestview	24
Vista	22
Atwater	21
Rosemont	21
Manchester	19
Laurel	15
Bradford	14
Newport	13
Palisades	13

Range = 29 points

Mean = 23.61

S.d. = 10.04

Junior High/Middle School

School	% of FTEs
Manchester	22%
Fairfield	15
Newport	13
Vista	13
Bradford	12
Euclid	12
Atwater	8
Crestview	7
Palisades	7
Rosemont	7
Woodlake	7
Laurel	4

Range = 18 points

Mean = 10.58

S.d. = 4.92